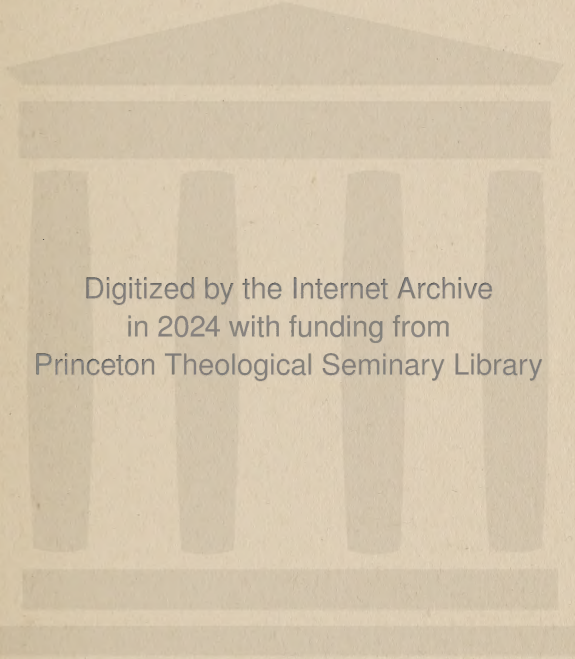
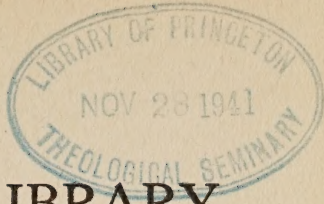


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THE CHURCH LIBRARY MANUAL



THE CHURCH LIBRARY MANUAL

LEONA LAVENDER ALTHOFF ✓



NASHVILLE, TENNESSEE
THE SUNDAY SCHOOL BOARD
of the
SOUTHERN BAPTIST CONVENTION

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The Sunday School Board
of the
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DEDICATED
TO
ARTHUR FLAKE
WHO STARTED THE CHURCH LIBRARY PROGRAM
OF
THE BAPTIST SUNDAY SCHOOL BOARD
FOR
SOUTHERN BAPTISTS

PREFACE

This manual has been written primarily as a guide for Southern Baptist churches in the establishment, organization and operation of church libraries. It aims to make it possible for any church librarian, even without previous library training, to organize and operate successfully a church library. It is the result of years of experience in church library work, during which time church libraries have been organized in various types of churches in different sections of the Southern Baptist Convention. These libraries as they have operated have been closely studied and observed with a view to determining methods most practicable for various situations. An attempt to find methods more simplified than usual library methods for very small churches has proven that those methods, after all, are more complicated and more difficult because of the very fact that they lack the system and accuracy of standard library methods. Therefore, those who have studied carefully the church library problem are convinced that the easiest, most accurate and most practical plan for church libraries is to employ methods of other libraries, simplified and adapted for church library use. Such are the methods given in this manual. In it the church library ideally organized is described, followed by suggestions in chapter eight for reducing church library organization to a minimum.

DIRECTIONS FOR STUDY

This book is located in Group II of the Course mentioned above and earns the seal accordingly. Here are directions for study:

I. WHEN THE WORK IS DONE IN CLASS

1. At least ten class periods, forty-five minutes in the clear, shall be offered.

2. Those desiring awards shall—

(1) Attend at least seven class periods

(2) Take a written examination making a minimum grade of seventy per cent, and

(3) Certify that they have carefully read the textbook

When it seems impracticable to meet these requirements, class members will do the writing required of individual students and send in their manuscripts.

The class teacher, on accepting assignment to teach the class, should send for report blanks. These blanks must be filled out, and the above requirements must be fully met before awards can be granted.

The book should be read during class-study. In case this seems impracticable, a pledge to read the book within the next two weeks will be accepted.

II. WHEN THE WORK IS DONE INDIVIDUALLY OR BY CORRESPONDENCE

No examination will be required. Students will make choice of the following:

1. Write answers to the questions printed in the book,
or

2. Write a development or elaboration of the chapter outlines.

Correspondence students will study the books in their own way. Then with the open books and any other

helps available they will write answers to the printed questions, or they will, if they prefer, write a development or elaboration of the chapter outlines. In either case the students will find it necessary to study the book carefully, to rethink its message and state in their own language its essential teachings.

All written work done by such students will be sent to the Educational Department of the Sunday School Board of the Southern Baptist Convention, Nashville, Tennessee.

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CHAPTER I

WHY HAVE A CHURCH LIBRARY?

I. INTRODUCTORY BACKGROUND

Some of the earliest libraries in the United States were the old Sunday school libraries. Even today we hear praises of the good they did. We also hear pessimistic reports of how they did not succeed. There was no system, no organization, no equipment, no trained library staff, no money for financing them. Books were lost and the libraries went to pieces, we are told. All of that may be true. But, these very criticisms give us the key to the solution of the problem. They should encourage us, not discourage us. If we could not understand the so-called failure of those libraries, then we would have a problem; but, our knowledge of their weaknesses enables us to profit by them.

Studying this situation and facing the constant need of the churches for functioning libraries, Mr. Arthur Flake carried in his mind for many years the possibilities of this work. He knew that the old Sunday school libraries had failed—not because the idea was impracticable, but because there was no source of training and guidance for the librarians, no organization or system in the operation of these libraries, no co-ordination with the other activities of the churches, and no church direction or plan of finance for the libraries. Stimulated by a vision of what active, functioning church libraries could mean in the development of all phases of our work, and believing that the successful operation of church libraries depended upon a practical and adequate plan of adminis-

tration and promotion, he undertook to develop and promote this work as a part of the work of the Department of Sunday School Administration of the Baptist Sunday School Board, of which he was secretary.

In 1927 he made the promotion of library work a part of the duties of one of the workers in the department and rendered invaluable aid to the work through his own interest and leadership. One very important development came early in this work; namely, that through conference and agreement with the other departments of the Sunday School Board, it was definitely decided that, inasmuch as all phases of the life of a church have need for a good library, this work should no longer be considered as Sunday school library work but as CHURCH LIBRARY work, and should be organized and operated accordingly for the benefit of all. By 1931 the work had developed to the extent that the full time of the worker was required for it.

As a rule, it is difficult to introduce a new movement into the life of the churches, and this task of leading out in the establishment and use of church libraries has been no exception. Even from the very beginning, individual churches have never failed to respond enthusiastically to the church library idea wherever it was presented, but it required some time for the general leadership over the Southern Baptist Convention to become convinced that church libraries were necessary or practicable. Today, the work has the whole-hearted support of church leaders who are informed concerning it. Churches generally are becoming convinced that church libraries are not only practicable but essential to the best work in all realms of Christian development. A leading educational director recently said, "I would not attempt to promote a modern church program without the aid of a church library."

The library program of the Sunday School Board is a part of the work of the Department of Sunday School

Administration. A worker is devoting her full time to it and all the other forces of the department are vigorously supporting it. In view of the fact that the library work is promoted in and for the interests of all departments of the Board, and, likewise, for all phases of the life of the churches, all workers are invited and urged to give this important matter careful attention. This textbook, together with free literature, space in the promotional magazines—especially *The Sunday School Builder*, and regular field service are offered to the states, the associations, and the churches in the interest of the furtherance of adequate church library work.

With these simple introductory statements, let the remainder of this chapter be devoted to a consideration of the question, "Why have a Church Library?"

II. WHY HAVE A CHURCH LIBRARY?

1. *A Day of Special Libraries*

Almost every institution today has its own library and does not depend upon some other source for its library service. Universities, colleges and high schools, have their own libraries because public libraries cannot possibly supply their needs. High schools even have classroom libraries. There are libraries in hospitals and prisons. Business and legal concerns have their own libraries. Even public libraries have branches. Of course, every one is familiar with the rental libraries everywhere which exist mainly for commercial purposes.

It is evident that every organization and every institution believes in bringing books close to people, literally bringing books and people together. The church library has the special privilege of bringing books to serve people who ordinarily do not seek them in other libraries. The churches as divinely constituted are the world's greatest institutions. Certainly, they should not be permitted to

lag in the realization of the service of a library. Every church is sorely missing a real opportunity for spiritual service until it establishes and utilizes a good library of its very own.

2. *A Means of Introducing People to Books*

Some people need an introduction to books. Bookless lives are to some extent limited lives, and for this reason a church library serves well when it leads to an introduction to books. In every church there are those who have never formed the reading habit; those who read only when a book is placed before them or when a friend tells them of a good book. They are indifferent to books and reading. Through vigorous promotion of the library the church librarian may interest them and lead them to develop the reading habit.

Then, there are those who have a positive dislike for books. Perhaps they were required to read a very uninteresting, difficult book at some time which gave them such an attitude. There really is not a greater kindness that one can do for another than to introduce him to books in such a way that he may learn to love them. Perhaps if these persons can find something really delightful in a church library, they will give books a place in their lives.

3. *A Need for Reading Guidance*

While, as above stated, there are many among us who need to be stimulated in the matter of reading, still every church has in it those who are ardent book-lovers. They love the sight of books, the touch of them, the very word—*books*, and they thrill at the contents of them. They do not have to be urged to read, and they usually are not lacking in *something* to read, but they need reading guidance. Some one asked, "Do you know that if you read this you cannot read that?" It is impossible to read

everything, and so, readers should choose from the world of reading matter that which is worthy of the precious moments consumed by it.

First, the church library can give readers the assurance that the books on its shelves are the best books on the subjects represented, and deserve the time spent on them. Most readers prefer some guidance in their choices. They read promiscuously only because they lack this guidance, and would welcome the suggestions of the library.

Second, the church library can help to prevent the reading of books and magazines that are definitely harmful, not only by condemning that sort of reading matter, but by substituting something better. Reading tastes may gradually be turned into higher channels, and readers may be led of their own volition to choose better literature.

4. The Power of the Printed Page

Here is a theme for the orator. Certainly, the moving truth of it will challenge the best of thought and expression. But, here we can simply suggest the power of the printed page in the work of the churches. Set primarily to the tasks of winning the lost and building Christlike character, the churches must not overlook this dynamic medium. Let the reader think into the evangelistic power of books and of how books on evangelism would strengthen the soul-winning fires of a church if a library were used to get them read. Consider the extension of soul-winning powers into all missionary endeavors. Think, then, into the practical value of books as a means of enlisting and training workers for service in the churches. Again, think of the spiritual character-building values of books that broaden Bible knowledge, deepen devotional life, heighten spiritual vision through inspiration, and strengthen the sinews of service in innumerable ways. Surely, failure to appropriate the

power of good books for the life of the churches and of Christians is blindness more tragic in the realm of the spirit than failure to harness the power of a mighty waterfall in the realm of the material. Books can lift their readers to the heights or plunge them to the depths, and it is most arresting to consider that every civilized human being is affected by the fruits of the hearts and minds of those who have dared to express themselves in print. Like the ripple of the pebble dropped into a lake, thoughts are set in motion that spread to many another mind before they are spent. Even a hater of reading is influenced by what another reads. Printing presses are daily pouring out thousands of books and magazines. At some time in the past they have turned out word-pictures of crime and evil, of "isms" and false teachings, and to-day there is a harvest of the sowings. They have also turned out word-pictures of beauty and goodness, and there are, likewise, fruits from them. What a blessing it would be to have some part in saving readers from that which will harm them, and substitute in its place that which will strengthen and beautify their lives! How important it is for churches to grasp the idea of utilizing the printed page in the building of red-blooded Christian characters!

5. A General Lack of Available Books

While there are more books in the world than any person could possibly read in ten lifetimes, there are still people in the United States who are without books and magazines. Many homes have no books at all; many communities are without any sort of library service. There are places destitute for reading matter. According to the latest statistics from the American Library Association, over sixty per cent of the people within the territory of the Southern Baptist Convention are without public library service, and seventy-four per cent of the

rural population is without library service. So, if we think the country is overflowing with library service we have only to look at these figures to be convinced that there is practically a book famine in places. And not only so, some who have the fullest access to public libraries do not utilize them, or they have a great need for books that will not be found there.

6. *Church Workers' Need for Special Books*

The church is at the most important, the only eternal business in the world, and should have the best trained and the best qualified staff of workers that any institution in the world could have. Church workers are volunteers, and, of course, it is impossible to get together a force of workers already thoroughly trained and equipped for the task. It cannot be hoped that as they enter service they shall have all the mental and spiritual preparation that is needed, but it can be hoped that they will study to become well-trained and informed and that their spiritual lives may be deepened and strengthened as long as they live on the earth. Jesus called the untrained and trained them, and so the churches must do likewise.

Workers need helps, not only for their training, but also for their preparation in service. Teachers, officers, and pupils of the Sunday school, members of the Training Union and of the W.M.S., and every officer and worker in the church need books and periodicals for preparation in their regular duties.

But, these workers cannot personally afford, nor be expected to afford, a private library of all the books and periodicals which they need. It is right that the church should provide them. They need books of methods which are the regular training and study course books; they need books for background of Bible study; they need religious and general reference books, studies in psychology and pedagogy, and various other general and special

books in biblical and spiritual fields which will help them toward spiritual growth and better fit them for service.

7. Conservation of our Baptist Heritage

One of the greatest means imaginable for the strengthening of our church life is to get our people to read and know Baptist history, yet how little of this is being done! Baptists are proud to call themselves a "peculiar people," and yet we have tremendous need for a special library in every church to collect books and papers, magazines and histories, that will conserve and propagate the Baptist position and the position of Baptists so that we may really understand and appreciate the principles which call us out and keep us separate. Other libraries will not and cannot carry all the books that Baptists should have and read. Individual homes are equally unable to do so. The Seminaries and other denominational institutions do it, but they are too far away from the people. The churches are obliged to build their own libraries and gather for their own people the books that are necessary for the conservation of our Baptist heritage. Books on general church history, Baptist history, doctrine, evangelism, Sunday school work, missions, all other phases of church life and work, and books from the standpoint of present-day needs and programs should be made available. All sorts and kinds of books that will instill into the very deepest consciousness of our people the fact that they belong to a group called of God to give a whole gospel to the whole world are necessary. A church library in a Baptist church, bringing distinctively Christian and Baptist history and doctrine directly to the members is a service tremendously needed and potentially fruitful beyond words to portray.

It is the purpose of this text to show how a church library can be established and operated to meet the needs discussed in this chapter.

OUTLINE

I. INTRODUCTORY BACKGROUND

II. WHY HAVE A CHURCH LIBRARY?

1. A Day of Special Libraries
2. A Means of Introducing People to Books
3. A Need for Reading Guidance
4. The Power of the Printed Page
5. A General Lack of Available Books
6. Church Workers' Need for Special Books
7. Conservation of Our Baptist Heritage

QUESTIONS

1. To what was the apparent failure of the early Sunday school library due?
2. Who started the Southern Baptist library program? When?
3. Give six reasons why a Baptist church should have a library.
4. Discuss special libraries today.
5. What is meant by the opportunity of the church library to introduce people to books?
6. How can the church give reading guidance to book lovers?
7. Discuss the church's use of the power of the printed page.
8. What per cent of the people within the territory of the Southern Baptist Convention are without public library service? What per cent in the rural sections?
9. What books do church workers need?
10. Discuss the conservation of our Baptist heritage through books.

CHAPTER II

HOW TO START A CHURCH LIBRARY

I. LEADERSHIP

A church library does not automatically happen; it must be started through efficient, systematic, vigorous effort. Some one in the church must lead in the undertaking. That person may be the pastor, the superintendent of the Sunday school, the director of the Training Union, the president of the Woman's Missionary Society, or any other individual who has a conviction that the church needs a library. If that interested person is some one other than the pastor, then, of course, that one should confer with the pastor and enlist his interest, approval and co-operation in the installation of such a library.

II. A LIBRARY COMMITTEE

It has seemed well for a church to have a Library Committee. Ordinarily this committee should be composed of the chairman of the deacons, the superintendent of the Sunday school, the director of the Training Union, the president of the Woman's Missionary Society, and the librarians, after their election. The pastor, of course, would be an exofficio member of the committee, and it would be proper to add other individuals if desirable. However, this group would bring together on the committee a representative from every department of church activity, which plan will facilitate the promotion of the library through those departments. The church or the pastor may appoint this committee according to the general practice.

III. A PLACE

Before plans for starting a library can be definite and complete it will be necessary to decide on a suitable location for the library, and to reach some conclusion as to how equipment for the library can be obtained. Read chapter three for detailed information on this topic.

IV. PRESENT THE IDEA TO THE CHURCH

1. *To the Deacons*

Having the deacons behind an undertaking is a good step toward having the church behind it. When the deacons of the church believe in the value of a church library, they will be sympathetic with every effort to bring one into existence and will give the idea full support. It is always well, therefore, to confer with the deacons and to do everything possible to get their support in the establishment of a library.

2. *To the Sunday School Officers and Teachers*

Present to the officers and teachers of the Sunday school the needs of the church for a library. Especially present their own needs for books, and the importance of reading and study in effective administration and teaching. Also, emphasize the opportunities and privileges which will be obtained through the work of enlisting and guiding pupils in the reading of good literature. Call for their opinions on the contribution that books and periodicals can make to the work of the church and the progress of the Kingdom. Enlist their whole-hearted support and co-operation in the installation and organization of the library.

3. *To the Baptist Training Union Officers*

There is not a group in the church that would take more interest in such a project than would the Training

Union officers. In many Baptist churches in the South they have been responsible for starting church libraries. Upon presentation of the needs of the church for a library it will not be difficult to show these workers that values will accrue to their work, and that a church library will serve every interest of the church. To do this will be to enlist them in the starting of it.

4. *To the Officers of the Woman's Missionary Society*

Here, surely, is a part of the work of a church which a library can help: Missions and Mission support wait upon information about needs and fields. The women know this and can be easily enlisted in a movement that would make such information available to the whole church. Present the possibilities of a church library for missions to the officers of the Woman's Missionary Society, and their valued and valuable support will be readily forthcoming.

5. *To the Entire Church Membership*

With the pastor, the deacons, the Sunday school officers and teachers, the Training Union officers, and the officers of the Woman's Missionary Society standing for the establishment of a church library, it should be easy to take the idea to the rest of the church membership. Ask these workers to work through their several organizations at their regular meeting to inform the entire church membership concerning the needs of the church for a library. Begin several weeks before the time scheduled for the organization of the library to give it vigorous publicity before the church. Following are a few suggestions of how these organizations may cooperate.

(1) *A Sermon by the Pastor*—There is a world of sermon material on the subject of books, all of which can be based upon The Book. Certainly, God had con-

fidence in the written word when he gave us his Word in writing. In his Word we are urged to "give heed to reading." The fact that some persons have had the brains to invent and develop the printing press, that others have the inspiration, the urge and the talent to write, and that most of us have the urge to read, is not an accident. These are God-given blessings. The subject, "The Stewardship of Reading," or a similar one, has wonderful possibilities of development.

(2) *Presentation in the Sunday School*—With the officers and teachers of the Sunday school already sold on the library idea, much interest can be created throughout the Sunday school by setting aside a day on which the church library may be a feature of the Sunday school program. The officers and teachers of the school should get together and plan carefully for a library program. In co-operation with the pastor the general superintendent might arrange to devote to the subject of the church library about ten minutes of the beginning of the preaching service. Each department superintendent could make books and the church library idea a part of the department program, devoting about fifteen minutes to it.

For example, in the Adult department there might be a brief skit or a forceful well-prepared talk setting forth the opportunity of the church, through the church library, to inform and minister to its adults, or the need and desire of adults for books and periodicals, or any other idea suggested by the local situation.

The Young People's department could have a similar program.

The Intermediate department could put on an informative skit in which several Intermediates talk together of their desire for something good to read, where they are obtaining their books at present, what they are reading, and how they wish the church had a good

library from which they could get books when they want them.

The Junior department could likewise put on a skit in which several Juniors tell of their love for reading, their lack of reading matter, and their wish for a church library.

Even the Primary department superintendent could plan for an informal conversational period with the Primary children about books that they love and about the plan of the church to install a library.

After the matter has been presented in the departments, the teachers could then give it further emphasis in their classes.

(3) *Presentation in the Training Union*—There usually are those in the Training Union who have the talent to produce simple playlets or skits. Find such a person to produce a church library program for the general assembly of the Training Union. It may be in the form of a skit based on the following idea: The Training Union director has a meeting of the officers from every department of the Training Union. When they have all arrived he tells them about the church's plan to start a library. Some of the officers are delighted; others see no need for a library in a church. Those who believe in it join the Training Union director in convincing the objectors that a library is an essential part of present-day church organization. As they discuss types of books needed, characters representing examples of those books may appear and in a sentence or two state their value in a church library. Finally, the objectors become strong supporters of the library idea and even enthusiastically suggest additional benefits of the library. Close the skit with a pledge from the Training Union officers to co-operate in every way possible in the organization of the library.

(4) *Presentation in the Woman's Missionary Society*—If the president of the Woman's Missionary Society could arrange to give all or a part of a regular missionary meeting to a church library program, the women of the church could be convinced of the need for and value of a church library. This may be accomplished through several brief talks on such subjects as, *Books, a Missionary Aid, Books Making Efficient Church Workers, Books and Home Makers and Character Building Through Good Books*. Show the women how a library of good books on Missions would inform, train and inspire workers into greater missionary zeal; how a library would disseminate missionary information and enthusiasm to the entire church membership; how a library would greatly aid in producing a higher standard of service on the part of church workers; how it would be a welcome service to the homemakers of the church, and how it would have a tremendous influence upon the formation of character in the lives of the youth of the church.

Or, the women may have a playlet or skit depicting these values of the library.

Any good method that will sell the idea to the women of the church may be used. This is only suggestive.

V. LEAD THE CHURCH TO VOTE ON IT

The library should be a church library and not a separate Sunday school, Training Union, or missionary library, and so, in order that it may become a church affair, the church should be given an opportunity to vote upon the establishment of it. After sufficient emphasis has been given to the importance of a library, through any good method that will adequately present the library idea, the matter should be submitted to the church. A brief résumé of the needs for a library and of

what has been accomplished thus far toward starting one should be given. The next step is for the pastor to put the question before the church for a vote.

VI. SECURING THE LIBRARIANS

1. *Selection*

The library committee may select the librarian and at least one associate librarian. Or these workers may be nominated by the regular nominating committee of the church. If there is not a church library committee it would be proper for whatever interested person is working to start a church library, to suggest a name for consideration. In any case, the pastor should, of course, be consulted and included in the planning or recommendations. It is most important that time be spent in prayer and careful deliberation in making this selection, for herein lies the key to the success or failure of the library. Please refer to chapter four for a full discussion of the qualifications and duties of the librarians.

2. *Enlistment*

When the committee is satisfied that the most competent and best qualified persons available have been decided upon for this place, the next step is to approach those persons with a definite request to accept and serve in the capacity of librarian and associate librarian. It is almost startling and certainly objectionable for one's first information of his election to a place to come through the public announcement. That method is utterly ineffective and should be avoided in the election of church librarians. Let each one definitely understand which position he or she is asked to fill. Place in the hands of each a copy of this library manual, pointing out especially the duties of the librarians.

3. *Election*

After those selected to serve as librarians have agreed to accept the positions, their names should be presented to the church for election. Election by the church has a twofold purpose: First, it makes the library part of the church organization and makes the church definitely responsible for it; second, it makes the librarians responsible to the church and assures them of the support of the church in the promotion of a library. One can readily see advantages of this step.

4. *Resignation*

The librarians have been elected by the church as officers of the church; therefore, written resignations should be presented to the church by librarians desiring to resign. It would seem proper for the head librarian to resign directly to the church, and for any associates to resign to the head librarian who would, in turn present the matter to the church.

VII. GET THE BOOKS

The foundations have now been laid. The library committee has been appointed, a place for the library has been decided upon, the church has approved the establishment of a library, and the librarians have been chosen and elected by the church. The next matter to accomplish is that of obtaining books for the library. It is not such a difficult matter, nor is it a particularly easy one. The primary concern at this point is that only choice books shall enter the library. There are numerous and various methods for obtaining them. Chapter five deals with types of books and methods for getting them, and the word here is simply that this part of the task must be approached with confidence and firmness.

VIII. RULES AND HOURS

The entire church membership will have more respect for the library if it has rules and hours and strictly observes them.

Library rules and hours should be formulated by the librarians together with the library committee. Local conditions, of course, should govern. They should be posted in the library and on the bulletin board, and printed in the church bulletin, if there is one, in order that readers may become familiar with them.

Following are some suggestions:

Hours—Thirty minutes before Sunday school on Sunday morning.

Thirty minutes, or as long as books are being requested, after the morning preaching service.

Thirty minutes before Training Union on Sunday evening. Thirty minutes after the evening preaching service.

Thirty minutes before and immediately after Wednesday evening services.

Thirty minutes before any regular meetings.

For one or two afternoons during the week if the church is in a neighborhood community or is easily accessible to the membership.

Rules—There are certain points to keep in mind in formulating rules, and that which is best regarding them should be decided upon. Following are suggestions:

Who? Decide who may borrow from the library. Any regular members of the church or any of its agencies may borrow.

When? Library hours should be formulated and the time for borrowing books should be at those regular library hours.

From whom? From whom may books be borrowed? No one but librarians should be permitted to circulate books.

Number of books—Decide how many books may be borrowed by an individual at once. (Two informational and one fictional?)

Time limit—For how long may books be kept? Two weeks is the usual period.

Renewals—Can books be renewed and for how long? Perhaps it would be well to grant renewals once for a period of one week.

Fines—Should fines be charged on overdue books? How much? It seems that readers are careless about the return of books unless fines are charged. Two cents a day is the fine which readers are accustomed to paying. Permit no reader to borrow more books until his fine is settled. If a boy or girl can ill afford to pay a fine, give him or her an opportunity to do some service for the library to pay it; or, suspend borrowing privileges for about two weeks.

Responsibility for books—Hold readers responsible for the loss or destruction of books.

OUTLINE

I. LEADERSHIP

II. A LIBRARY COMMITTEE

III. A PLACE

IV. PRESENT THE IDEA TO THE CHURCH

1. To the Deacons
2. To the Sunday School Officers and Teachers
3. To the Baptist Training Union Officers
4. To the Officers of the Woman's Missionary Society
5. To the Entire Church Membership
 - (1) A sermon by the pastor
 - (2) Presentation in the Sunday school
 - (3) Presentation in the Training Union
 - (4) Presentation in the Woman's Missionary Society

V. LEAD THE CHURCH TO VOTE ON IT

VI. SECURING THE LIBRARIANS

1. Selection
2. Enlistment
3. Election
4. Resignation

VII. GET THE BOOKS

VIII. RULES AND HOURS

QUESTIONS

1. What is the first essential in starting a library?
2. Who should compose the library committee?
3. Why is it necessary in the very beginning to find a place for the library?
4. What procedure is suggested for presenting the library idea to the church?
5. Why should the interest of the deacons first be enlisted in presenting the library idea to the church?
6. Tell what you would do to present the idea to one of the following organizations: Sunday school, Training Union, Woman's Missionary Society.
7. Who should select the librarians in the beginning of a church library?
8. How should the librarians be elected? Why?
9. Discuss the enlistment of librarians.
10. What is the primary concern in getting books for the library?
11. Give seven important steps in starting a library?
12. Who should formulate rules and hours?
13. What hours are suggested for a church library?
14. Mention the important points to be remembered in formulating rules for a library.
15. If a librarian wishes to resign, how should she go about it?

CHAPTER III

THE ROOM AND ITS EQUIPMENT

I. SPACE A PROBLEM

Space is a problem in almost every church in the Southern Baptist Convention; church buildings are crowded. Thus, it sometimes is difficult to provide adequate space for a church library, but in most instances it is quite possible to make some satisfactory adjustment of space to make room for one.

II. THE IDEAL

Many churches of today which are building new buildings are including an adequate library room in the plans, a most ideal thing to do. The church library is fast being recognized as an absolute essential to the best work in church organization, and it is to be hoped that soon no church will consider building without providing for a library.

At present, however, there are many Southern Baptist churches which have new or comparatively new buildings in which there is available space for an almost ideal library. Thoughtful church leaders doubtless realize that space allotted to a functioning church library could scarcely be utilized for a more fruitful purpose.

We shall first think towards the ideal room and equipment for a library and urge those churches which can do so to seek to attain the ideal; then, we shall consider making the most of the space which a church has.

1. *The Room*

(1) *Location*—The church library room, if possible, should be located on the main floor of the church building

in the place that is most accessible to the most people, all ages considered. Make it easy for every one to stop at the library with as little effort as possible. Consider the fact that boys and girls from about nine to sixteen years of age are the most voracious readers in the church. Also, bear in mind that young people above those ages are great lovers of books though they may not care to exercise much effort to visit the church library. Do not forget that adults especially do not like to take unnecessary steps or climb stairs, and that the church library must present itself interestingly to them if they are to be led to make much use of it. Then, there are the very small children who cannot get enough of books suitable for them, but their little feet cannot easily take them up and down stairs and the little fellows often lose their way when going alone through big buildings. So, give the church library a choice location. It will be worth it. After all, a library is a liability unless it is used, and its location is a determining factor in the use that is made of it.

(2) *Exclusive library use*—In an ideal situation the library room should be used exclusively for the library. If possible, avoid the use of the library for other purposes.

(3) *Size*—The size of the resident church membership and the number of persons enrolled in Sunday school who are not members of the church are the determining factors in building a room for the church library. Therefore, a guiding principle is suggested. For churches of 1,000 membership or less, take $1/20$ of the resident church membership plus Sunday school members not on the church roll, and allow 12 square feet for each person. For churches of from 1,000 to 2,000 membership take $1/20$ of resident church membership and allow eight square feet for each person. A room of this size should

be sufficient also for churches having a membership of over 2,000.

The above includes space for shelves, librarian's desk, other necessary equipment, and a reading room all in one.

Another plan, and perhaps a preferable one, is to have two rooms which combined have as much space as the one large one would have. One of the rooms would accommodate the shelves, books, librarian's desk, display racks, and other equipment necessary for the circulation of books. The other room would be the reading room. This plan would afford a quiet place for study and research by those who would like to have it.

Understand, these figures are suggested as an ideal which churches should endeavor to attain, and are not to discourage churches that cannot hope soon to devote so much space to a library.

(4) *Reading room*—A library with a reading room certainly has many advantages. Hence, the seeming spaciousness of the ideal room as discussed in the preceding paragraph is not more than the room should have if at all possible. The sizes suggested provide for reading quarters in one end of the library where those who wish to do so may read and study without disturbance from those who are at the librarian's desk or at the shelves.

A reading room in connection with the library would make it possible for earnest church members and workers to come to the church library for Bible study, for preparation for teaching or speaking, for planning programs or socials, or for any other help which the church should provide for its constituency. Moreover, the reading room could become a cozy browsing room for those who wish to spend time in recreational reading of books and periodicals. If the church will take its library seriously

and make a real library of it, immeasurable good can be accomplished through it.

(5) *Other considerations*—Some other points to be considered with reference to the library room are the appearance of the room, locks, light, ventilation and heat. The ceilings, the walls and the floors should be in good condition, and, in all, the appearance of the room should lend a welcome to every one to come in for reading and study. There should be secure locks on all doors to insure the safety of books and supplies when the library is not in use. There should be sufficient natural light for daytime use of the library without the aid of artificial light. Have clear glass windows, but avoid glaring lights. Electric lights right for night use should be carefully provided. Proper ventilation is a further essential. If possible, arrange the heating equipment so the room can be heated, apart from the rest of the building.

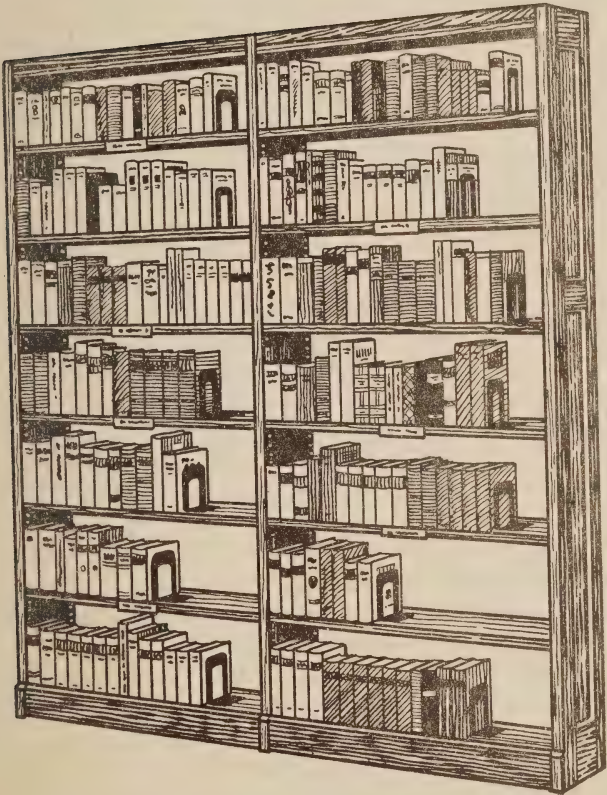
2. *Equipment*

Following are the items of equipment which the library should contain:

(1) *Shelves*—There are certain matters to bear in mind in selecting or building shelves for a library.

First, open shelves are much to be preferred to closed bookcases, because open shelves get more reading done. They are in themselves an invitation to readers to browse among the books, and as readers browse they naturally become more interested in books and do more reading. Furthermore, readers who know what they want like to go directly to the shelves to look for it. It is true that books on open shelves are more exposed to dust, but the benefits far outweigh this objection.

Second, the height of every shelf should be tall enough to take care of the tallest books, as books are classified by subject matter rather than by size, and tall books are



likely to fall into any classification. Unless the shelves are adjustable, a good height for all shelves is eleven inches.

Third, the depth of the shelves, the distance from the front to the back, should be eight or ten inches. Too much depth causes books to slip back and get lost behind other books. Books should stand nearly on a level with the front edge of the shelf.

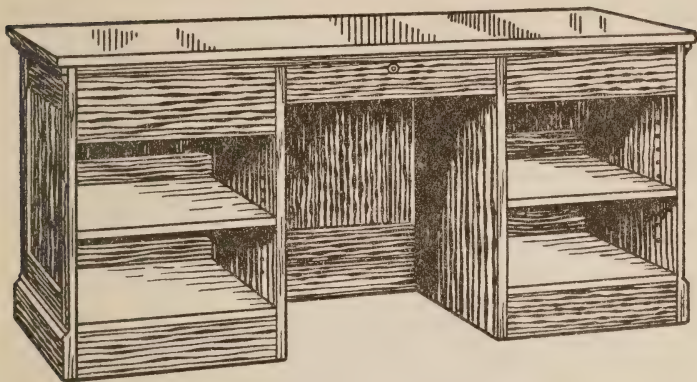
Fourth, there should be an *upright support* at every third linear foot. Otherwise, the weight of the books may cause the shelves to sag.

Fifth, in building shelves be sure that *strips or mouldings* built on the front edges of the shelves are no wider than the edges. Wide strips or mouldings do no good whatsoever and books get lost behind them.

Sixth, the amount of shelving needed will have to be determined by the number of books the library has plus an estimated future growth. Three linear feet of shelf space will take care of between twenty-five and thirty average-sized books. Shelf space may be added from time to time as the library grows.

Churches which may be able to afford ready-made standard library furniture may get in touch with their State Baptist Book Store for information concerning it.

(2) *Librarian's desk*—The librarian's desk and the charging desk are one and the same thing in a church library. The accompanying illustration and description gives a good example of the type of desk a church library may have if there are funds for buying library equipment. Or, there may be a cabinet maker in the church who could make a similar desk. Any other type of flat-top desk may be used. It is good to have drawer space for the use of the librarian. Or, a good, sturdy table



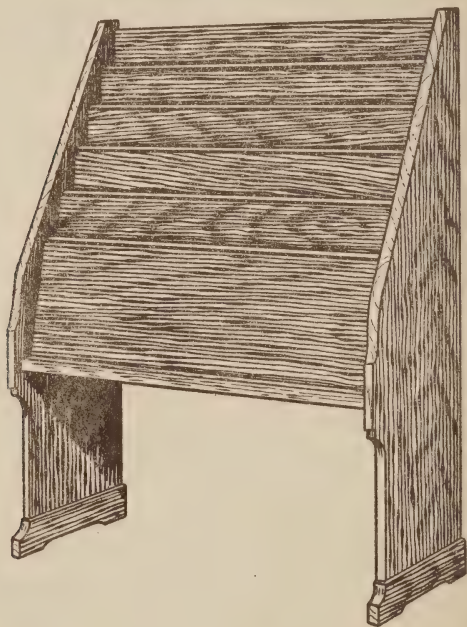
will do, but it should have at least one drawer in which the dater, the stamping pad, pencils, paper, and so on may be kept.

(3) *Supply cabinet*—This is an essential item of equipment as there are many supplies which, if not put away carefully, will be lost and wasted. For example, there are book-mending tools and materials, catalog cards, book cards, book pockets, date slips, inks, pens, brushes, shellac, posters and poster materials, and many other things which have to be cared for. A member of one of our churches built a cabinet-to-order for the church library. Perhaps a member of the church could make one to suit the particular needs of your library. At least two good-sized shelves in it will be needed. A pocket or rack on the inside of the door will make a convenient place for poster boards, and so forth.

(4) *Bulletin board*—This piece of equipment brings in enormous returns, for it is the chief advertising medium of the library, and persistent advertising is necessary to the success of the library. The poster surface

of the bulletin board should be made of cork tack board, celotex, or some other material which will readily and securely hold thumb tacks and posters.

(5) *Magazine rack*—Magazines attractively displayed and made accessible are the magazines which are read. Where the church library room is at all large enough to accommodate this item of equipment in addition to other essential equipment there should be a magazine rack.



(6) *Free literature rack*—There should be some good method for displaying the hundreds of available free tracts and pamphlets. For this purpose there may be a separate rack similar to the magazine rack, but with compartments small enough and shallow enough to dis-

play the leaflets. If the magazine rack is constructed locally, the free literature rack may be combined with it.

(7) *Reading tables*—There should be one or two good-sized, substantially built reading tables. These should be sturdy and strong so that they will stand up under the constant use that will necessarily be given them.

(8) *Chairs*—Chairs of two types are desired for a church library. First, for use at the reading tables there should be comfortable chairs. Second, for comfortable reading and browsing it would be well to have one or two cozy arm-chairs and perhaps a lounge. All this depends upon the size of the room and the amount of money available. At any rate, make the room as comfortable as possible.

(9) *Floor covering*—There may or may not be a floor covering, but if there is one, it should be kept sanitary. Coverings would certainly deaden sounds and make the library quieter as well as much more friendly and comfortable in appearance.

III. MAKING THE MOST OF WHAT YOU HAVE

Very few churches at present have an ideal situation for a library. However, that should not discourage or hinder any church that desires to have one, for almost every church has some place that can be adapted to library use. Following are a few suggestions:

1. *The Room*

(1) *Storerooms and nooks*—In one church there is a room about sixteen by twenty feet in size on the second floor of the building, or the third floor from the basement. Of course, it is not in an ideal location for a library. At one time it was being used for a storeroom because it

was rather inaccessible for class use, and a class which had been offered the room refused it for that reason and for the reason that it was packed with junk. When the church decided to organize a library that room was the only available one, and so, workers set to work to make a library of it. The junk was cleared out; the walls were cleaned and painted; the woodwork and floors were refinished; the windows were washed and dressed with fresh curtains. After that, the room was equipped with furniture gathered from the church building and from the homes of the church membership. When it was finished it was one of the most attractive rooms in the entire church building, so attractive, in fact, that the class that once refused it asked to have it.

In another church there is a library room which formerly was a junk room and certainly it was about as undesirable as a room could be, except for one redeeming feature of being ideally located. The room is about five feet wide and about sixteen feet long, with only one very small window at one end of it. At the other end of it is the only door. One can readily see that the room has very poor ventilation and must be lighted artificially. Moreover, there is no way for the room to be heated in the winter when the large furnace is not operating. Could anything sound less ideal? It is not all bad. The solid sixteen-foot wall makes excellent shelf space which is at present accommodating about fifteen hundred volumes. To be sure, there is no space for a reading room. Nevertheless, that library circulates approximately two hundred books a month, a very good average for a church library, and so it is a successful library despite its handicaps.

Still another church has utilized a nook for a library. The church is a village church. The building has a main auditorium and two nooks, one on either side of the ros-

trum. One of these nooks is being utilized as a library. With shelves and other equipment there is scarcely room for five persons in the room at once. Formerly, the nook was a storage-closet, but brooms, mops, a stove, and other things that are usually stored away in such a place, were removed and the room was transformed into a most attractive little place. That library circulates an average of one hundred seventy-five books each month.

(2) *Classrooms*—It is true that a great many churches may not even be able to find a nook, or a storeroom, for a library. But, there are classrooms which can be shared with a library. If the room can be locked, and is occupied by a young people's class or by an adult class, and not by other organizations in the church, it can well become a combined classroom and library. In many instances in Southern Baptist churches this combination is being made. Make the room as attractive as possible. Shelves of books will add to the charm of the room rather than detract from it. During the week some of the classroom chairs can be placed against the walls or removed from the room in order to make room for a reading table or two, while a few chairs may remain for library use. Library hours and the Sunday school period do not conflict. The librarian's desk and the teacher's table may be one and the same. Other library equipment need not in any way interfere with the work of the class. In every case where the library has shared a classroom, the members of the class have preferred it so, for, after all, there is not a more inviting spot than an attractive room of books.

2. *Equipment*

We have been discussing the adjustment of room; now, let us consider the problem of equipment in a situation where not only room is limited, but funds also are decid-

edly limited. Numbers of church libraries have been started without the church's spending a penny of cash. Obviously, the amount of equipment must be governed by the size and type of room and by the means available for obtaining the equipment. Avoid large, clumsy furnishings, as space should be conserved for library use. If all necessary equipment cannot be had at once, get it piece by piece until all needs are met.

(1) *Shelves*—The material for the shelves may be donated by some one in the church or by a class. Sometimes shelves have been built from used lumber. In every church there are those who can do the work of building shelves. Next, it is never difficult to get the stain for the shelves and some one to do the staining job. Follow the specifications for shelves as previously set out in this chapter.

(2) *Librarian's desk*—The librarian's desk may be a table of average size, strong and in good condition. This table may be one that is already in the church, or it may be donated by a family in the church membership.

(3) *Supply cabinet*—The cabinet may be a discarded bookcase, or a cabinet of most any type. One of the best church librarians in the Southern Baptist Convention gets along with a large box very similar to a cedar chest. There may be a built-in cabinet in the room that could be used by the library. Anything that will adequately take care of all supplies will do, of course.

(4) *Bulletin board*—Materials for the bulletin board may be donated and the labor for building it may likewise be gratis. Follow the description given in the previous discussion on this point.

Unless the room is large, there will not be sufficient space for additional items of equipment. Let the local situation govern the amount and type of equipment.

Consider the conservation of space in selecting equipment.

3. *What Not To Do*

Unless there is absolutely no other recourse, do not place the library in hallways, in the church office, in the pastor's study, or in any room where general meetings are held, for it is very, very difficult to make it succeed under such circumstances. Experience has taught that these places do not afford sufficient privacy for a church library; there cannot be the necessary system and organization about the work, the library cannot be made attractive, and for these and other reasons the books are lost and the library is likely to run into discard. If there is absolutely no other place in the church for a library, perhaps some faithful person will put forth the effort necessary for making a library live under even these conditions.

IV. THE ONE-ROOM CHURCH BUILDING

The one-room church building whether in the open country or in town is usually located in communities where a church library would be a genuine blessing. They are generally located where there are no other libraries and where people are book-hungry. Thus, libraries in one-room churches in a sense have an opportunity to render even a wider service than libraries in other churches. Every church should seriously consider the organization of a church library.

The church in the one-room building can have quite a good library, though, of course, the library cannot have very much equipment. The equipment would consist of about the following:

1. *Shelves*

Choose a suitable place in the auditorium for the library. Make the shelves according to descriptions previously given in this chapter. Since the shelves will have to be out in the main auditorium, it will be necessary to equip the shelves with solid doors with a good strong lock. Glass doors are too easily broken. Take particular pains to avoid strips on the front of the shelves behind which books can be hidden and lost. Finish the shelves to match the woodwork of the auditorium.

2. *Supply Cabinet*

Even a one-room church building can have a good supply cabinet. See plans given before in this chapter. There should be no difficulty in getting both the material for the cabinet and the labor for constructing it.

3. *Bulletin Board*

The church library in the one-room building will also need a bulletin board. The type described earlier in this chapter is the one that should be used in this situation also.

4. *Other Tried Plans*

(1) *A corner*—If the church in the one-room building prefers something better than a bookcase in the main auditorium, it might follow the example of a church that built a small room in one corner of the auditorium near the front entrance. The result was a most attractive room about twelve by sixteen feet, furnished with all necessary equipment. Of course, very few churches can spare the corner from the space of the main auditorium.

(2) *A log cabin*—A rural church in a wooded section may be interested in building a log-cabin library beside

the main church building. A certain town church has such a log cabin which was built for a class room, but which is shared with the church library. Or, why not just add a room to the present church building?

OUTLINE

I. SPACE A PROBLEM

II. THE IDEAL

1. The Room

- (1) Location
- (2) Exclusive library use
- (3) Size
- (4) Reading room
- (5) Other considerations

2. Equipment

- (1) Shelves
- (2) Librarian's desk
- (3) Supply cabinet
- (4) Bulletin board
- (5) Magazine rack
- (6) Free literature rack
- (7) Reading tables
- (8) Chairs
- (9) Floor covering

III. MAKING THE MOST OF WHAT YOU HAVE

1. The Room

- (1) Storerooms and nooks
- (2) Classrooms

2. Equipment

- (1) Shelves
- (2) Librarian's desk
- (3) Supply cabinet
- (4) Bulletin board

3. What Not To Do

IV. THE ONE-ROOM CHURCH BUILDING

1. Shelves
2. Supply Cabinet
3. Bulletin Board
4. Other Tried Plans
 - (1) A corner
 - (2) A log cabin

QUESTIONS

1. Discuss the problem of space for a church library in most churches.
2. What is the most ideal plan for providing a library room?
3. What is an ideal location for a library room?
4. In an ideal situation, how large should the library room be?
5. Instead of one large library room, what other plan is suggested? Which do you prefer?
6. State some of the advantages of a reading room.
7. What are some other general considerations in the selection of a library room?
8. What are some points to keep in mind when selecting or building shelves?
9. What equipment is needed in an ideal library room?
10. Suggest what can be done when the church cannot spare a room for the library.
11. Discuss the matter of getting library equipment when the church cannot buy it.
12. Give several suggestions of how a church in a one-room building can have a library.

CHAPTER IV

THE LIBRARIANS

I. OPPORTUNITIES OF CHURCH LIBRARIANSHIP

One of the most challenging opportunities in the church is the position of church librarian. It involves ever so much more than the mere checking of books in and out of the library; the opportunities for service extend far beyond that. A church librarian who takes the task seriously serves at the front as a volunteer to be used of God in genuine Christian service in many and varied channels. Unlike other activities of the church, the library is not delegated to one particular phase of church work, but may and should minister to all church life. Let us consider then some of the opportunities of church librarianship.

1. *In the Furtherance of Bible Study*

A church librarian can greatly aid in furthering Bible study in the church. First, he may make available to the officers and teachers of the Sunday school any books that will help in their preparation for Bible teaching. Reference books, Bible dictionaries, concordances, commentaries, and atlases will be helpful. Then there should be special volumes on the Old Testament, the New Testament, and the various books of the Bible; on the life of Christ, and other Bible characters; on Bible antiquities, Bible history, Bible appreciation, Bible inspiration, and on different approaches to Bible study.

Then, he may lead the Sunday school teachers and the various other Bible study leaders in the church into the habit of making assignments, so that pupils and others

may come to the library and with the help of the librarian find sources from which to work out their assignments. Marvelous indeed would be this type of work as it is intensified under the leadership of a good church librarian. Of course, all that is said about getting teachers to do background Bible study is equally true of every member of the church in whatever activity or agency of the church he is engaged. The church librarian will find that there is no end to the work that can be done in the furtherance of Bible study through a good church library.

2. In Supporting the Task of Training

Anything that a church librarian can do in co-operation with the Training Union forces in a Baptist church to the intensifying of that work will be a direct achievement in supporting the training task of the church. Source materials for better programs, necessary books for the missionary reading course, the working out of additional reading course projects in various good fields, the development of an adequate section in the church library on vocational guidance; all these and other plans will be worked out by the good church librarian in connection with the leaders of the Training Union to make the church library serve in this field.

A major service of the church librarian in helping to get better trained workers is to provide study course textbooks for the different agencies of the church. This represents quite a number of books when one considers all the study courses for the Sunday school, the Training Union, the Brotherhood, and the W.M.U. But the up-to-date church library will have at least one copy of every textbook in all of these fields. In some cases it might be possible to have not only one copy of certain books but a number of copies so that if a class is to be conducted in this book, copies could be furnished to those who do not care or are not able to purchase

copies for themselves. It would not be best to urge the matter of having such a quantity of these study course books that none of the workers would ever have to purchase them, for they ought to purchase their own study course books and keep them for reference; but for special cases it would certainly be helpful to have copies in the church library and to use them.

3. *In Emphasizing Evangelism*

Where is that Christian whose heart yearns for the lost, whose soul is afire with evangelistic fervor? Let that individual be enlisted as church librarian. A pastor recently told of his effort to win two certain men to Christ. They were hardened sinners. It seemed impossible to make an impression on them. At last, he gave each man a book to read and within a short time both were gloriously converted. Many unsaved ones who do not listen, or at least who do not respond, to the spoken message can be reached for Christ through books and pamphlets. The church librarian has an opportunity to serve as a soul-winner side by side with the pastor and the other workers.

The librarian should be deeply concerned about the evangelistic section of the church library and should secure the proper books in this field. Among these will be included books dealing with the urgent importance and best methods of soul-winning; those setting forth the evangelistic content and message of the gospel; those treating the history of evangelism, including its various movements, outstanding leaders, and far-reaching spiritual results; and those magnifying the place of the Holy Spirit in every fruitful evangelistic effort. The field is wide and careful selection will have to be made, but the church librarian should be tremendously concerned about building this evangelistic shelf in the library. In addition to books, there should be pamphlets on evangel-

ism—both for soul-winners and for the lost. These can be had without cost from the Sunday School Board and from other sources. A generous supply should always be kept on hand.

Thus, the opportunity of the church librarian for evangelism is both direct and indirect. Every book and pamphlet on evangelism that could be sent out would be a direct effort to win some lost soul to Christ who might read that book or pamphlet, or it would be a service to Christian soul-winners, enlisting them to deepen their spiritual lives and to give of their time and effort in the great work of winning souls to Christ.

4. In Developing Christian Culture and Building Character

It has often been said that the greatest task of the Church is the winning of the lost to Christ and surely this is true. But it goes beyond the mere winning of an individual to accept Jesus as Saviour. It goes on into the great field of building into such an individual a fully matured beautiful Christian character. In the building and developing of Christian character, reading occupies a major place. The printed page is one of the most powerful influences upon all of our present-day life; for we either gather our information from the printed page or we get it from some one who has gotten it from the printed page. Our opinions, our ideals, our standards of living, all that we are and do, are tremendously affected by reading—by our own reading, and by the reading of our associates. How tremendously important it is, then, that we shall read with purpose, and that we shall lead the members of our churches who have accepted the Lord to such activities in reading as will make for their Christian culture and the building of Christian character into their lives. Certainly this is a challenge to a church librarian. A chal-

lence to put into the library as many as possible of the best books in the field of Christian culture and character building. This would include so many books that reference can only be made here to The Booklist, and librarians are urged to study this Booklist carefully from this standpoint. Certainly it will be necessary to have books of an inspirational and devotional nature, of Bible study and Christian doctrine, of soul-winning and missions, of Christian biography and church history, and hundreds of other books, the reading of which will unquestionably contribute to the building of character and the development of Christian culture. It seems that this opportunity alone would be enough to become the great passion of any church librarian.

5. In Promoting Recreational Guidance

Every life needs recreation and diversion to give it balance, and certainly every church needs to study and provide for the recreational life of its members. So the librarian's opportunity here is two-fold:

(1) *For the individual*—Reading for fun is a form of recreation for the book-lover that scarcely can be surpassed by any other. Through this means even those who are not great readers may be encouraged to cultivate the reading habit. Recreational reading obviously has many values which may fittingly be referred to as by-products of recreational reading—that of substituting a profitable pastime for one which may be useless or even harmful; of informing the reader; of broadening one's viewpoint through acquaintance with peoples and places the world over; of giving the reader a keener sense of values and aiding him in the formation of ideals and standards of living; of bearing the reader "lands away" from the everyday, humdrum things of life. Those who have experienced the fun of recreational

reading realize that there are innumerable values of this type of reading.

(2) *For the church*—The recreational life of the church can be aided very materially through a library of good books. Individuals and groups are in constant need of instruction and material for entertainments in the church and out of the church. Thus, the librarian should give careful attention to the collection of books on recreation and entertainment and provide not only books of games, parties, stunts, and so on, but also books on methods and materials for recreation.

6. *In Giving General Information*

A church librarian will find most fascinating a survey of the occupations, interests, and hobbies of church members. When he has made it he will be in position to build up various classifications of informational or factual books. An effort should be made to meet the needs of the majority of members for books. There are home-makers who would appreciate books and periodicals on subjects of interests to them. Parents and others who deal with children would appreciate helpful material on child study, story-telling, and so on. Vocations, hobbies, sports, current events, history, art, sociology, philosophy, and literature, as well as religion, are of interest to some one in the majority of churches. Try to have at least one or a few of the best books available on a number of different subjects. To limit the library strictly to religious books would certainly limit the use that is made of the library.

In cities most public libraries offer free courses of study in many subjects, such as English, public speaking, dramatics, and home economics. Some business schools also offer free night school work. Investigate these courses and inform the membership regarding them.

One of the most important and most essential services of the librarian at this point regards religious information. Thousands of Southern Baptists are uninformed regarding the denomination—its history and distinguishing doctrines, its missionary program and opportunity, and other similar subjects. Under the direction of the church librarian church members may be enlightened on these subjects. This is one phase of library service which should receive much emphasis.

7. In Serving Outside of the Church

Some of the most satisfying ministrations of the church librarian are outside of the church building and of the regular meetings of the church. There are the lost ones who have not been reached in the church services; there are straying ones who need to be fortified; there are sorrowing ones who need to be comforted; there are discouraged ones who need to be cheered; there are troubled ones who need counsel; there are employed "shut-outs" and invalid "shut-ins" who are not permitted to attend any services; there are those temporarily ill, and others to whom the library can render a real service. Many such personal ministries are made by the pastor and other earnest Christians, but these ministries may be multiplied many times through the service of books and magazines. Then, too, it would be a very blessed and thoughtful service for the librarian to enlist a band of readers and story-tellers who would volunteer to read to those physically unable to read themselves, and to read and tell stories to convalescent children. This type of service is practicable, especially in hospitals, homes for crippled children, and homes for the aged.

The opportunities of the church librarian which have been discussed here do not exhaust the list of them, but

are suggestive of some of the outstanding ones. It is hoped that from these the church librarian will catch a vision of the boundless field in which he serves. Local circumstances, of course, will govern the extent of the librarian's efforts.

II. NUMBER OF LIBRARIANS

The number of librarians in a church depends largely upon the local situation. At present there is no record of a paid church librarian in the Southern Baptist Convention other than church secretaries and educational directors who are making that a part of their regular duties. Perhaps the time is not far distant when a paid librarian, for at least part-time service, will be a regular worker in large churches. Undoubtedly, there is a need for such a worker. In the event there is one, only one librarian would be necessary. As matters now stand, every church which has a library needs at least two librarians, and frequently more than that number. There should be a head librarian and as many associates as the situation demands. The number of librarians should be determined by the location of the church, the size of the church membership, the size of the book collection, the type of equipment, whether or not there is a reading room, library hours, the qualifications of the librarians, and the amount of time they can devote to the task. There should be as many librarians as necessary to perform the services which the library is equipped to render, but not even one more than is absolutely essential.

III. QUALIFICATIONS OF LIBRARIANS

The librarian is the key to the success or failure of the library. Therefore, it is important that the choicest person available be selected for the task. A well-qualified librarian can lead others, whereas an unfit one will

serve only to block efforts which associates may be capable of making. Perhaps some suggestions as to qualifications will serve at least as a partial guide.

1. Character and Consecration

The librarian's life is an open book to be read by everyone, and, therefore should be one of genuine character. Yet character alone is not sufficient. There must also be consecration. These are not new qualities; they are the same that have been stressed as essentials for church workers throughout the years. There is danger that because of the very frequency with which they have been referred to they may not attract the attention they deserve. Therefore, these things should receive careful attention when the choice of a librarian is to be made.

2. A Vision of the Task

Certainly there will be little achievement for a church library until the librarian has a vision of what it ought to be and ought to do. The librarian needs to see the possibilities of the task. This will, indeed, require true Christian insight; and, no doubt, much study on the part of a great many individuals. Yet surely in practically every one of our churches there is some one who will see the marvelous, possible ministry of a church library in all of the different realms that have been mentioned. If some one with a vision of the task is secured, one real qualification for a church librarian will have been met.

3. An Aptitude for Books

Unquestionably the librarian will need to have a genuine love for books and for reading. Back of this there would need to be some knowledge of books and a deep willingness to learn more about books. The Scripture says about the position of a pastor that he should be

"apt to teach." Surely it would be correct to say that a church librarian needs to have a real aptitude for books.

4. Background of Preparation

Library work is, indeed, a highly specialized service and requires certain preparation. First, there is need as far as possible that the librarian should have a fair education. Certainly no educational requirements as such would be placed on the position, any more than upon other positions of volunteer service in our churches. Suffice it to say that perhaps the librarian needs to be one of the best trained individuals in the church. Second, some special library training is necessary. One who is going to serve as church librarian would at least need to study, to re-study, and to master the materials in this manual; and from this start go on out into the broader study of library work. Frequently, there is a trained librarian in the church who might be willing to volunteer service in this respect. In some instances such a person should be enlisted; and in others it would be better not to have this person. It would depend entirely upon his attitude toward the church library.

5. Desirable Abilities and Characteristics

There are, of course, many desirable abilities which a church librarian would need to have or to cultivate. We mention a few.

(1) *Dependability*—This characteristic is of great importance, for, unless a librarian possesses it, the church membership can never be certain of definite library hours or promised library service. Confidence in the librarian's regular performance of her duties will attract many to the library.

(2) *Leadership and initiative*—Oversight of the library and successful management of it will require executive ability. It may be impossible for the librarian

to do all the things that seemingly ought to be done; but if the librarian is skilled in the art of leading others, wonders can be accomplished. Closely akin to leadership are initiative and ingenuity. The librarian will have to work out many original and interesting plans for getting the library used.

(3) *Co-operative spirit*—Since the library is so vitally connected with all of the organized life of the church, the librarian must work in a co-operative spirit with the leaders of the different agencies of the church. To combine leadership and initiative with a co-operative spirit is indeed to have superior ability in the matter of leading a church library.

(4) *A love for detail*—Library work is very exacting. Details of the administrative side of the work must be most thoroughly done. Neatness and accuracy are necessary characteristics of a good church librarian. A typewriter and the ability to use it are greatly helpful, although not absolutely essential. There must be a passion for correctness in detail work if the library is to be maintained as it should be and if it is to be used for the achievement of its purpose.

(5) *Patience and persistence*—No individual is going to make a success of a church library without the element of persistence. The work in most churches will be new. People will not know how to respond to it. They will not appreciate its possibilities. The individual who is to accept the responsibility for making a church library go must have a deep conviction that the work ought to be done, and an iron determination to stay with it until it is done. Patience and persistence are needed characteristics for a church librarian.

(6) *A knack for poster-making*—Fortunate is the librarian who has this gift, for poster-making is a very important matter in library publicity.

IV. DUTIES OF LIBRARIANS

The head librarian is the one definitely responsible for the library. The head librarian should, in conference with the associates, work out a schedule of duties and hours for each librarian according to each one's talents and time. The head librarian should work, then, in close co-operation with these associates in the careful performance of their duties. Following are duties to be performed by all or by certain ones:

1. See That All Librarians Are Trained

This, of course, is a duty of the head librarian. All librarians should be led in a study of this manual. Likewise, the library committee should study it. If possible, church librarians should visit the public library for observation of library arrangement, the card catalog, the arrangement of books on the shelves, and publicity ideas.

2. Co-operate with Library Committee

In important problems and plans the head librarian should confer with the committee. The librarians, of course, are a part of the committee.

3. Lead in Getting Books and Periodicals for the Library

Plans for getting books and periodicals for starting a library should be worked out by the entire library committee. Thereafter, the librarians should exercise their own initiative and should ever be on the alert for ideas for getting books for the library. If the library is on the church budget, this task will not be a difficult one; if not, books have to be obtained through various other methods. The head librarian should present challenging plans to the library committee for their approval and co-operation, and ask the committee also to contribute their ideas for getting books.

4. *See That Library Is Equipped*

It devolves upon the head librarian to check over the equipment and supplies needed for the library, both large and small items, and call on the library committee to help get them.

5. *See That the Library Is Organized*

It is the duty of the head librarian to see that the library is organized—that all books are properly arranged on the shelves; that library hours and rules are formulated and adopted; that an accurate charging system is installed and operated and that system and order prevail throughout the library.

6. *Announce and Keep Regular and Punctual Library Hours*

Library hours should be formulated and posted in the library, and should be kept with regularity and punctuality. Nothing will come nearer killing the library than a failure to be strict about this matter.

7. *Enforce Library Rules*

The rules should be formulated by the library committee. The librarian should see that they are carefully observed. By all means no exceptions should be made. All persons should be treated alike.

8. *Be Accurate in Circulation of Books*

The necessary time should always be taken to be neat and accurate in operating the charging system.

9. *Keep Books in Good Condition*

Books will get soiled and they will wear out. At least, the library should be kept free of dust, and the books repaired when necessary.

10. *Get the Library Used*

More is involved in these four words than one would think at a glance. All of the last chapter is devoted to a discussion of this topic.

11. *Make Monthly Reports*

(1) *To Church*—Since the library is a part of the church organization, the librarian should make a written report to the church at its monthly business meeting, reporting about, as follows:

Number of books in library at beginning of month

Number of new books added during month

Number of hours library was open during month

Number of books borrowed during month

Number of books lost or worn out

Special gifts (cash, magazines, equipment, etc.)

Amount of fines collected

The library's greatest problem for the month

Efforts made to get library used

The library's greatest need

(2) *To Baptist Sunday School Board*—The Department of Sunday School Administration, which department directs the library work of the Sunday School Board, furnishes report blanks to librarians for monthly reports to that department. These blanks should be secured and a report sent in each month.

OUTLINE

I. OPPORTUNITIES OF CHURCH LIBRARIANSHIP

1. In the Furtherance of Bible Study
2. In Supporting the Task of Training
3. In Emphasizing Evangelism
4. In Developing Christian Culture and Building Character
5. In Promoting Recreational Guidance
6. In Giving General Information
7. In Serving Outside of the Church

II. NUMBER OF LIBRARIANS

III. QUALIFICATIONS OF LIBRARIANS

1. Character and Consecration
2. A Vision of the Task
3. An Aptitude for Books
4. Background of Preparation
5. Desirable Abilities and Characteristics
 - (1) Dependability
 - (2) Leadership and initiative
 - (3) Co-operative spirit
 - (4) A love for detail
 - (5) Patience and persistence
 - (6) A knack for poster-making

IV. DUTIES OF LIBRARIANS

1. See That All Librarians Are Trained
2. Co-operate with Library Committee
3. Lead in Getting Books and Periodicals for the Library
4. See That Library Is Equipped
5. See That Library Is Organized
6. Announce and Keep Regular and Punctual Library Hours
7. Enforce Library Rules
8. Be Accurate in Circulation of Books
9. Keep Books in Good Condition
10. Get the Library Used
11. Make Monthly Reports

QUESTIONS

1. How can the librarian aid in Bible study in the church?
2. Discuss the opportunities of the church librarian to increase the training of workers.
3. How can the librarian stimulate soul-winning?
4. What part does the librarian play in character building?
5. Discuss the librarian's opportunity to give recreational guidance to the membership of the church.
6. Discuss some ministrations of the librarian through books outside of the church.
7. How many librarians should a church library have?
8. What are ten important qualifications of church librarians?
9. How can church librarians be trained?
10. Who is responsible for the organization of the library?
11. Why is it necessary for the librarians to keep regular and punctual library hours?
12. Discuss the observance of library rules.
13. What two monthly reports should the librarian make?

CHAPTER V

BOOKS FOR THE CHURCH LIBRARY

I. TYPES OF BOOKS

In enumerating in chapter one the reasons for having a church library, and in discussing in chapter four the opportunities of the church librarian, a fair idea was given of the types of books desired and needed for a church library; so, a detailed discussion of types is not repeated here. A church library is essentially different from any other library in the world in that its chief aim is the dissemination of religious information and the positive development of the moral and spiritual life. In order to realize this aim, it is necessary for the library to contain not only religious books, but the best books in many other fields, for there are sermons and great moral truths in books which are not definitely religious. Any book, whether it is a book of science, history, literature, travel, humor, poetry, fiction, or some other subject, that enlarges one's universe, deepens one's sympathy for and understanding of humanity, fills one with enthusiasm and determination for larger, more useful living, is a good book to include in a church library along with books that are strictly religious. To limit the church library collection to religious books would be to circumscribe its boundless possibilities.

Types of books may broadly be divided into three classes:

1. *Informational Books*

This group includes all books that are purely informational—that cause one to know more. The basis of the library is its informational books. This type includes

many classes and the library collection should constantly broaden to include something good in every class of interest to the membership of the church.

2. *Inspirational Books*

This group includes all books which inspire one to higher living, such as books on devotional topics, Christian life, success, and so on.

3. *Recreational Books*

This group includes books of fiction, humor, or any book which is read just for the fun of reading.

These three general classifications incorporate all classes.

II. SELECTION OF BOOKS

1. *Who Should Select Books*

The library committee should select books for the church library. Let us remind ourselves here that the pastor and the librarians are also on the committee. It is likely that the librarian would take the lead in selecting books. Much care and thought should be exercised in this task.

2. *How to Select Books*

(1) *Systematic building*—A brick house is built brick by brick upon a foundation that has been securely laid. So should a church library be built. In making the initial selection, build the foundation of a *basic collection* which would include the study course books, reference books for workers, other helps for workers and missionary books. By all means remember to make a good Bible one of the very first books listed. From there branch out into biography, travel, books for children and boys and girls. Rather early include fiction for adults also

as fiction is ever in demand and is like a magnet in its power to draw readers into the library.

It would be rather interesting to make a survey of the Sunday school and the Training Union by distributing slips of paper and asking members to write down the types of books which they would like for the library to buy first.

(2) *The Booklist for Church Libraries*—The Baptist Sunday School Board, Nashville, Tennessee, will be glad to send to any church making request, one or more free copies of the *Booklist for Church Libraries* which was prepared for the purpose of aiding churches in the selection of books for the library. This list is revised every two or three years; it is an annotated list carrying about one thousand titles classified under approximately one hundred fifty subjects. Every book on the list is one approved and suggested for church libraries, and books recommended for first purchase are starred.

(3) *Other book selection aids*—The Sales and Advertising Department of the Sunday School Board publishes at regular intervals various pamphlets of most recent books; also numerous book catalogs. Write to that department and ask to be placed on their mailing list for these free pamphlets and catalogs. Books advertised by that department are also approved for church library use.

There are many public and school library book selection aids which can be had from Public Libraries and Book Publishers; however, a church library has little, if any, need for these guides. Watch for book reviews in all of the periodicals published by the Sunday School Board, in the State Denominational papers, in general magazines, and in newspapers.

(4) *Some principles of selection*—For many reasons a church library should be very careful about the books

which are permitted to go on its shelves. A few principles of selection are suggested which, except for the price, apply alike to books purchased and books received as gifts.

a. *The constructive influence of the book*—There is not room in the library for a book that is merely “not harmful,” or “just good.” To merit selection the book should be positively constructive in its influence, definitely helpful and definitely useful. Certainly, a book which has the slightest doubtful quality should not be chosen. A slightly shady book in a public library may slip by without doing any particular harm, but that same book in a church library may have a startlingly harmful influence just because it is in a church library. Readers expect books in a church library to have the unreserved approval of the church and to be superior. Recently a little girl took a church library book with her to public school. Her teacher asked her how she happened to be reading such a terrible book, and in astonishment the girl replied, “Why, I got it at the church library!” Let us be certain that church library books are absolutely all right in their influence and that the entire library merits the approval and respect of every person who uses it or sees it.

If the book is a religious book, be especially careful of its content. All the “isms” abroad today have been fanned into flame by the printed page. Church libraries, through books, can not only aid in preventing the spread of false teachings, but can correct much wrong that has been done by them everywhere.

b. *The value of the book*—Is the book really valuable to the library? Is it needed more than some other book on another subject? There are too many books which the library really needs, to allow money to be spent on books that are not of greatest value. Let the needs of

the library determine which books are to be purchased first.

c. *The price of the book*—Naturally, the price of a book is one of its first considerations. Is it the best book available for the price? Is there another book on the same subject equally as good for less money? There are many books on the same subject, and there are many editions of some books; consider other books on the same subject and other editions of the same title. Money is scarce, so make it go as far as possible.

d. *The mechanical make-up of the book*—Is the book well-bound? Consider prices, of course, but not to the extent that cheap books are bought for the library. Cheapness is false economy every time. Get books that can stand the wear and tear of circulation and hard use. Do not buy paper-bound books for the library if the book is available in cloth binding.

Consider the type in which the book is printed. Some editions are reprints which have such small type that it would injure the eyes of anyone to read them. Very small type never appeals to the reader.

Consider also the paper on which the book is printed. Be sure that it is of good grade.

III. METHODS FOR GETTING BOOKS

The most frequent question regarding church libraries is, "How do you get books for a church library?" Certainly, that is a very timely question, for a library just beginning and for libraries already operating. A few suggestions are offered:

1. *A Caution*

A caution is made first: Take time to build surely. Proceed slowly enough to be sure you do not get some-

thing you do not want and cannot use. The tragedy of church libraries thus far is that too many churches are working to fill up shelves rather than build up quality. Speed in building is not the essential aim; a valuable collection is.

2. The Church Treasury

The best method of getting books for a church library is to purchase them with funds from the church treasury. The library is a part of the church which makes it quite right that the church should support it. In starting a church library it is best for the church to purchase the initial collection, even though it is not more than a dozen books. The library should then be put on the church budget for a monthly allowance, if not more than \$2.00 a month. Libraries in the Southern Baptist Convention are on the budget for from \$1.00 to \$10.00 a month. Of course, the more the church can afford to put into its library, the better library it will have. With this fund the incidental expenses of the library can be taken care of and one or more new books can be added to the library each month. This is the safest method for insuring a choice collection of books. The basic collection may be increased through other methods suggested for building the library.

3. Cash Donations

This is good in starting a library. Individual members of the church may make cash donations. There may be some person in the church who is financially able and willing to make a very substantial contribution to the library. In some instances there are those who enjoy making monthly donations to the library aside from their regular tithe or offering to the church. Such cash donations may be obtained through the personal work of the library committee, through announcements in various

meetings, through announcements in the church bulletin and through poster announcements.

4. *A Memorial Library*

There may be one person or one family in the church that would donate quite a sum to the church for the establishment of a library which would be a memorial library to some loved one living or deceased.

5. *Average Price*

The library committee may prepare a list of books needed for the library, submit it to the State Baptist Book Store for a total price on the books, and then divide that price by the number of books to get the average cost of each book. Families or individuals may be asked to give in cash the price of one or more books. A pastor of a church which has a good library got from his State Baptist Book Store a number of books which averaged ninety-eight cents in price, having them placed on his personal account. Before his Wednesday evening services he arranged the books on tables for display. As folks arrived before time for the meeting they examined the books. During the evening he presented the needs of the library for books and told something about a number of the books. Within fifteen minutes every book was bought for the church library by some one. The library in that church had already been operating a year and the church appreciated its value.

The Booklist for Church Libraries has in it a list of discounts offered by Baptist Book Stores.

6. *Library Quarters*

The idea here is the same as for the above, but instead of taking the average price, the total price of the books is divided into quarters (or nickels, dimes or fifty-cents) and request is made for that many quarters for the pur-

chase of the books. A special "quarters day" may be set aside for this, or the contributions may be made over a period of time until the necessary sum is raised.

7. *Posted Lists*

The librarian, after conferring with the library committee, may post on the library bulletin board a list of about six books, never very many at a time, and request them for the library. Perhaps some one has a copy of one of the books and would give it to the library. There may be some one who would buy one or more of the books for the library. At least, there will be those who will gladly give small amounts until the total amount necessary for buying the books is given.

8. *Book Entertainments*

Book socials, showers, and other entertainments are all right provided all gifts of books are made according to a list prepared by the library committee, mimeographed and distributed to the church membership. It will afford a world of fun and pleasure to have the social time together, but avoid a general book shower. A number of years of experience with church libraries have been quite convincing that general book showers *always* bring in a flood of books that cannot or should not be used. The aftermath is comparable to the debris deposited by receding flood waters.

If a church wishes to make a call for books without furnishing a list as a guide, let individuals bring books in from time to time for examination by the library committee, but have it clearly understood that those which are not suitable will be returned to the donor. Or, if the donor does not care for the books, they may be taken to a second-hand book store for exchange. But, be cautious about receiving such books in a book shower.

9. *Book Clubs*

It is always interesting for the librarians to organize a book club of any one in the church who wishes to belong to it. The club may buy a book a month to be read and reviewed by the club and after that donated to the library. Several churches have tried this plan and like it.

10. *Rental Collection*

There may be a collection of about six books for which a rental fee of two cents a day is charged. When sufficient rental fees have been collected to pay for a book, that book is then put into the general library collection. Through this means libraries are able to buy more books than otherwise would be possible.

There are many variations to the suggestions made above. One plan may suggest another. Perhaps these will serve as a starter of ideas for getting books for the church library.

IV. MECHANICAL PREPARATION OF BOOKS

1. *Opening New Books*

Use a bone folder or a dull case knife for cutting pages that have never been cut apart.

Open a new book with care in order to avoid breaking the hinges. Rest the back of the book on a table. Hold the book upright between the hands and open the front cover, then the back cover. While holding the contents of the book upright, open five or six pages in the front of the book and run the finger along the hinge of the book to press the pages back. Then, open five or six pages in the back and press them down. Continue pressing pages first in the front of the book and then in the back until the center of the book is reached.

2. *Cleaning Books*

Nothing is more charming and inviting than a bright, clean book, and nothing is more repelling than a soiled one. Since some used books are sure to be donated to the library, the first thing we want to do is to get them cleaned up.

Prepare a solution of four parts of warm water to one part of vinegar. Take about a half a yard of soft, absorbent cheese cloth, dip it into the vinegar solution and squeeze it until it is just right for rubbing over the cover of a book without really wetting the book. If the cloth is too wet it will loosen the cover; if it is too dry it will not clean the book, so get it just right. Take your soiled book and rub the entire outside surface of it with the wet cloth until the book is clean. Then, stand the book up to dry. Do not clean paper bindings by this method, but use art gum on them. Also, use art gum to clean the edges of books, or an ordinary ink eraser is very good for that. This method used with care will really get the books clean, except for ink spots and stains.

3. *Shellacking Books*

If possible, instead of ordinary shellac use book lacquer. This book lacquer is the result of years of constant research. When the books which have been washed are painted with this lacquer they look almost like new. All brand-new books should be painted with it before they are put into the library. It is a binding preserver, is insect-proof, wears many times longer than ordinary shellac, is waterproof, and dries in five minutes. Order it through your State Baptist Book Store, or directly from the Baptist Sunday School Board, as the Sunday School Board keeps it in stock.

It is best to wait about lacquering books until they have been cataloged, because as the librarian catalogs

she may decide to change some classification numbers on the books.

4. *Repairing Books*

It is impracticable to give here explanations and illustrations of book repair. Suffice it to say that the church librarians can do their own repair work and save many books which otherwise would have to be discarded. Write to the Department of Sunday School Administration, Baptist Sunday School Board, Nashville, Tennessee, for instructions in book repair.

5. *Preparing Books for Use*

(1) *Stamping*—Have a rubber stamp made, bearing the name and location of your church library. For example, *Broadway Baptist Church Library, Fort Worth, Texas*. Have the neatest stamp possible, with the information on two lines. Stamp the name of the library in three places: On the bottom of the title page, on the bottom margin of a secret page and on the book pocket. The title page is the page at the beginning of the book which gives the title, author and publisher of the book. The secret page is any page, but the same page in every book. It is best to choose a page somewhere between twenty and forty as less than twenty may not be out of the introductory pages and more than forty may exceed the number of pages in the book. Stamp the book pockets before they are pasted in the books to insure smoother stamping.

(2) *Book pockets*—The book pocket is the pocket which is pasted in the book to hold the book card. Paste it on the inside of the back cover of the book, and take care to paste it in neatly and low enough to prevent the card from sticking up above the book when it is in the pocket. Have a damp cloth handy for removing paste

from around the edges of the pocket, else it will stick to the opposite page.

Do not put pockets in reference books as they do not circulate.

A good paste is *Arabol* paste or *Libra Paste* which your State Baptist Book Store will gladly order for you.

(3) *Date slips*—On the flyleaf opposite the inside of the back cover of the book where the pocket was pasted, paste the date due slip. The slip is gummed only at the top to facilitate the removal of the slip when it becomes full. When a slip is full it is replaced by another, so do not paste it down all over.

Do not paste date slips in reference books.

The book pocket and date slip are sometimes quite correctly placed in the front of the book, but it makes a neater appearance of the book to place them in the back. Also, it leaves space in the front of the book for a book plate if one is desired.

(4) *Book plates*—Book plates are quite desirable, especially as a means of indicating the donor of a book. A good place to stick it is in the upper left corner of the inside front cover of the book.

(5) *Labels*—Gummed labels for the backs of books are not recommended for church libraries, because it is difficult to stick them on very uniformly, and they are continually dropping off after they are stuck on. Instead, it is suggested that a black label be painted on the book.

Cut a heavy cardboard gauge, or stencil, five inches by six inches. Pencil a straight line across the gauge one and one-half inches from one end. Pencil a parallel line one and one-half inches above that one. Draw vertical lines three-quarters of an inch from each side of the piece of cardboard. Then, with a keen razor blade or very sharp pocket knife cut out the oblong plug that

has been drawn, which should be three and one-half inches by one and one-half inches in size. Cut the long end, or top, of the gauge into a point to safeguard the use of the wrong end of the gauge. The horizontal lines especially should be exact and very smooth. By having several gauges exactly alike several persons can work at once. The gauge must be of very heavy cardboard or else it will wear down and make a very uneven appearance in the end.

Place the gauge along the back of the book with the bottom edge of the gauge exactly on a level with the bottom edge of the book. Mark two penciled lines on the back of the book following the parallel edges of the opening in the gauge.

With Higgins' black India ink, or Carter's black indelible ink, and small, preferably flat, brushes, paint the book exactly within the two penciled lines. Do not have too much ink on your brush as it will run down on the book. And, do not attempt to paint the book directly through the gauge as it will smear. When the book has been painted, stand it up on its front edges until it is thoroughly dry.

The object of this careful marking and blacking is to have all books marked and blacked exactly alike so that the result will be a uniform, black ribbon-like line running across the books when they are on the shelves. The effect it produces is very attractive and well worth the time and trouble it requires.

OUTLINE

I. TYPES OF BOOKS

1. Informational Books
2. Inspirational Books
3. Recreational Books

II. SELECTION OF BOOKS

1. Who Should Select Books
2. How To Select Books
 - (1) Systematic building
 - (2) The Booklist for Church Libraries
 - (3) Other book selection aids
 - (4) Some principles of selection
 - a. The constructive influence of the book
 - b. The value of the book
 - c. The price of the book
 - d. The mechanical make-up of the book

III. METHODS FOR GETTING BOOKS

1. A Caution
2. The Church Treasury
3. Cash Donations
4. A Memorial Library
5. Average Price
6. Library Quarters
7. Posted Lists
8. Book Entertainments
9. Book Clubs
10. Rental Collection

IV. MECHANICAL PREPARATION OF BOOKS

1. Opening New Books
2. Cleaning Books
3. Shellacking Books
4. Repairing Books
5. Preparing Books for Use

- (1) Stamping
- (2) Book pockets
- (3) Date slips
- (4) Book plates
- (5) Labels

QUESTIONS

1. Name three general types of books.
2. Who should select books for a church library?
3. Discuss the "systematic building" of a church library.
4. Give four important principles of book selection.
5. What caution is made concerning the getting of books for church libraries?
6. What is the best method for getting books for a church library?
7. Mention several methods other than the church budget for getting books for the library.
8. What do you think of the "book shower" method?
9. How may books be cleaned?
10. Where may book lacquer be obtained?
11. Describe the preparation of a book for circulation.

CHAPTER VI

CLASSIFICATION

I. THE MEANING OF CLASSIFICATION

Classification of books is the grouping together of books of the same subject. For example, classification places together on the shelves all books dealing with the subject of missions, or stewardship, or prayer, and so on.

II. A SYSTEM OF CLASSIFICATION

In visiting public or school libraries you have seen numbers on the backs of books. Have you sometimes wondered what they were and what they meant? They were call numbers, and this chapter deals with what they are, how they are selected, and how they are used.

Without some definite system to guide one in classification it is impossible to be very consistent in it. A good system is one which definitely, accurately and consistently groups books; therefore, our first consideration is a good classification system for use in church libraries.

The classification system most used today in school and public libraries, and the one most suitable for church libraries, is the *Dewey Decimal Classification System*, named for its originator, Melvil Dewey. This system divides all knowledge into ten main classes, numbering each class from 0 to 9, as follows: (The spelling used is Dewey simplified spelling)

0	GENERAL WORKS	5	NATURAL SCIENCE
1	FILOSOFY	6	USEFUL ARTS
2	RELIGION	7	FINE ARTS
3	SOCIOLOGY	8	LITERATURE
4	FILOLOGY	9	HISTORY

Each of these classes is divided into ten divisions, making one hundred divisions, as follows:

- | | |
|----------------------------------|-------------------------------|
| 000 GENERAL WORKS PRO- | 450 Italian |
| LEGOMENA | 460 Spanish |
| 010 Bibliograpy | 470 Latin |
| 020 Library economy | 480 Greek |
| 030 General cyclopedias | 490 Other languages |
| 040 General collected essays | 500 PURE SCIENCE |
| 050 General periodicals | 510 Mathematics |
| 060 General societies | 520 Astronomy |
| Museums | 530 Physics |
| 070 Journalism Newspapers | 540 Chemistry |
| 080 Polygrafy, Special libraries | 550 Geology |
| 090 Book rarities | 560 Paleontology |
| 100 FILOSOFY | 570 Biology, Ethnology |
| 110 Metaphysics | 580 Botany |
| 120 Special metaphysical topics | 590 Zoology |
| 130 Mind and body | 600 USEFUL ARTS |
| 140 Filosofoic systems | 610 Medicin |
| 150 Psychology | 620 Engineering |
| 160 Logic, Dialectics | 630 Agriculture |
| 170 Ethics | 640 Domestic economy |
| 180 Ancient filosofoers | 650 Communication, Business |
| 190 Modern filosofoers | 660 Chemic technology |
| 200 RELIGION | 670 Manufactures |
| 210 Natural theology | 680 Mechanic trades |
| 220 Bible | 690 Bilding |
| 230 Doctrinal Dogmatics | 700 FINE ARTS |
| Theology | 710 Landscape gardening |
| 240 Devotional Practical | 720 Architecture |
| 250 Homiletic Pastoral Paro- | 730 Sculpture |
| chial | 740 Drawing, Decoration, |
| 260 Church Institutions | Design |
| Work | 750 Painting |
| 270 General hist. of the church | 760 Engraving |
| 280 Christian churches and | 770 Fotografy |
| sects | 780 Music |
| 290 Nonchristian religions | 790 Amusements |
| 300 SOCIAL SCIENCES, | 800 LITERATURE |
| SOCIOLOGY | 810 American |
| 310 Statistics | 820 English |
| 320 Political science | 830 German |
| 330 Economics, Political | 840 French |
| economy | 850 Italian |
| 340 Law | 860 Spanish |
| 350 Administration | 870 Latin |
| 360 Associations and institu- | 880 Greek |
| tions | 890 Other languages |
| 370 Education | 900 HISTORY |
| 380 Commerce, Communication | 910 Geograpy and travels |
| 390 Customs, Costumes, Folk- | 920 Biograpy |
| lore | 930 Ancient history |
| 400 FILOLOGY | Modern |
| 410 Comparativ | 940 Europe |
| 420 English | 950 Asia |
| 430 German | 960 Africa |
| 440 French | 970 North America |
| | 980 South America |
| | 990 Oceania and polar regions |

Reprinted from Melvil Dewey's Decimal Classification and Relative Index, by permission of its copyright holder, the Lake Placid Club Education Foundation, Lake Placid Club, N. Y.

Each of these divisions is again divided into ten sections, making one thousand sections. This process of subdivision may be continued until the most minute subject has its own classification number. Very large libraries find it necessary to use the many subdivisions in order to definitely place the many books they have, but small libraries, including church libraries, seldom find it necessary to go beyond the one thousand divisions, except in the class of religion. The use of many subdivisions is termed *close classification*; the use of few is termed *broad classification*. For an example illustrating these divisions let us look for the number for the life of Christ, which is 232.9. The general class is religion, 200; the division is doctrinal, dogmatics, theology, 230; the section is Christology, 232; subdivisions of this section are:

- 232 Christology
- 232.1 Incarnation Messiah
- 232.2 Logos, the Word of God
- 232.3 Atonement
- 232.4 Sacrifice
- 232.5 Resurrection
- 232.6 Second coming
- 232.7 Judgment
- 232.8 Divine humanity
- 232.9 Lives of Christ

(Numbers beyond three figures are read, 232 *point* one, 232 *point* 2, and so on.)

Each of these subdivisions is further divided until the number for the Lord's Supper, for instance, is 232.957. Church libraries, however, will find very little need for such minute classification. Three or four figures are

usually sufficient, and very few church libraries go beyond three figures.

III. METHOD OF CLASSIFICATION

1. *Dewey Classification Books*

In order to be able to classify it will be necessary for the librarian to have certain classification aids or books. For church libraries the following are available through your State Baptist Book Store:

Decimal Classification Sections. 12 pages, no index. Single copies 10c. This gives tables of 10 classes, 100 divisions, and 1,000 sections in a chartlike summary.

Outline (or primer) Decimal Classification. 1921. 99 pages, containing some explanation and instruction to classifiers as in *Short*, 29 pages of annotated tables, and index of about 6,000 topics most useful to classifiers of libraries of less than three thousand volumes. \$1.00.

Short or Abridged Dewey Classification, ed. 5, 1936. This is really for libraries of between three thousand and fifteen thousand volumes, but is listed here because it would be very helpful for church librarians. It is not necessary to have both the *Outline* and this one.

Another edition of the Dewey Classification which is not recommended for church libraries is the 13th edition for \$12.00.

The Booklist for Church Libraries lists about 1,000 titles for all of which Dewey numbers are indicated in the list. Churches following this list in building a library will have little difficulty with classification.

Decimal Classification Description is a full explanation of plan and uses, with chart of 10 classes and 100

divisions, and 17 sample pages from various typical subjects. Single copies free, from Forest Press, Lake Placid Club, Essex Co., N. Y.

2. *Arrangement of Copies*

If many books are being classified at once, arrange them all in alphabetic order according to authors' surnames in order to bring together all copies of a certain title. This will insure the placing of all copies of a book under the same classification.

3. *The Process of Classification*

Have your Decimal Classification book before you. To classify a book examine very carefully the book to be classified and ascertain the topic or subject about which the book is written. Do not make your decision from the title alone as that is often misleading. For example, a person who classified the book, *Cyclone*, by Graham, glanced at the title and classified it under storms, while the book is not about storms at all, but is a football story for boys, in which the hero's nickname is *Cyclone*. Look at the title page first, for sometimes a concise statement is given of the type of book it is or of the subject matter. Look over the table of contents which usually gives a good outline of the content of the book. If necessary, read the preface or the introduction, or both, as the purpose of the book is generally explained there. It may be necessary to read parts of the book. The book may deal with more than one subject. If so, classify it according to the larger division of the book. When the subject matter is decided upon, refer to the index in the back of the decimal classification book to find the Dewey number for the topic. Then, turn to that number in its numerical order in the front part of the decimal classification book and consider it in its relation to all other numbers.

When you are satisfied that you have chosen the right number for the book, write the number with pencil in the upper left corner of the page following the title page. Under the number print the first three letters of the author's surname, capitalizing the first. Do *not* put a

150

period after them—Example, Gar The number in this form is known as the *call number* of a book. The purpose of these letters is for the alphabetical arrangement of books by authors under classification numbers. Large libraries use numbers which are a combination of figures and letters, known as *Cutter numbers*, but they are too complicated and are really not necessary for church libraries; hence, the simple three letters of the author's surname are used in church libraries.

4. *Special Classes*

There are a few classes for which letters or symbols are used to indicate classifications which should be separated from the main collection, as follows:

B—INDIVIDUAL BIOGRAPHY (920 is used for COLLECTIVE BIOGRAPHY)

C—CHILDREN'S LITERATURE, for children up to about eight years of age. The Dewey classification number for a subject may be used or not as the librarian chooses. If it is used, put the C either above or before the number. For example,

C (Children's literature)

398 (Dewey number for fairy tales)

Gri (Grimm, the author)

or,

C398

Gri,

E—is sometimes used for EASY BOOKS, such as picture books, primers, and so on, instead of any number. That

C

would be lettered **E**, or **CE**, over the first three letters of the author's surname.

J—**JUVENILE LITERATURE**, about junior and younger intermediate ages. Numbers may be used with letters as above. Juvenile *fiction* has no number, only the letter **J**, over the first three letters of the author's surname.

R—**REFERENCE**. This letter may appear above the classification number or may precede it.

Y—**YOUNG PEOPLE'S LITERATURE**, for later-intermediate and later-teen ages. Numbers may be used with letters. Young people's *fiction* has no number, only the letter **Y** and **F** if desired, over the first three letters of the author's surname.

F—may be used to indicate fiction; or fiction may have only the first three letters of the author's surname as a guide in alphabetical arrangement.

S—Indicates that the book is a **STUDY COURSE BOOK**,

S

S

as follows: **266 MISSIONS**; **267 BAPTIST STUDENT**

S

S

UNION; **267** or **267.6 BAPTIST TRAINING**

S

UNION; **268 SUNDAY SCHOOL**. Put the first three letters of the author's surname under the Dewey numbers.

IV. NUMBERS LETTERED ON BOOKS

The call number as it has been entered in the upper-left corner of the page following the title page is lettered on the back place on the back of the book. For example:

R				B
220.2	or	217	or	Add
Cru		Car		Lin

The best ink to use for this purpose is *David's White Letterine* which may be ordered through your State Baptist Book Store for forty cents the bottle. Regular stub pens or round-pointed writing pens may be used. There is an electric pencil for \$2.50 which is available for librarians who wish them; transfer paper for it costs from \$1.10 to \$1.25. Many librarians even prefer the ordinary writing pen, and so the electric pencil may prove to be an unnecessary expense.

Get a first-class letterer to do the lettering of the numbers on the backs of the books. The attractive appearance of the book and the readableness of the number depend upon the lettering. If one single figure is wrongly lettered, or if the figures cannot be read, the lettering is absolutely useless. If the work is not neat, then all the painstaking care of making the black label means nothing. There is reward in the beauty of the shelves when the hard work is all over.

V. ARRANGEMENT OF BOOKS ON THE SHELVES

1. *Numerical Order*

Books are to be arranged in *numerical order* according to the Dewey Decimal Classification numbers, beginning with 000 and going through 900. Following are a few examples of such arrangement: 028, 028.5, 136.7, 174, 200, 217, 220.93, 221, 261, 264.7, 598, 792, 822.3, 940, 940.1. Fill one section of the shelves at a time, reading from left to right.

Under the Dewey numbers the books are to be arranged in alphabetical order according to authors' surnames, as there may be any number of books in a given classification. For example, books on the subject of SUNDAY SCHOOLS, numbered 268, may be by authors, Flake, Phillips, Dobbins, Lee, Burroughs, Barnette. Un-

der 268 they would be arranged, Barnette, Burroughs, Dobbins, Flake, Lee, Phillips, which arrangement will facilitate the finding of the book.

2. *Special Classes*

All special classes, such as Biography, Reference, Adult Fiction, and so on, are given special places on the shelves according to the convenience of the librarians and the readers. And within these special classes books are arranged as before by decimal numbers and then by author number.

VI. USE OF DEWEY CLASSIFICATION

1. *Advantages in Its Use*

The Dewey Classification System is very flexible and elastic and is quite as adaptable to the smallest library as it is to the largest. The addition of books to the library does not upset the system in the least, as no classifications have to be changed to make room for new books. This system exactly places every book in a definite location on the shelf and makes it possible to locate immediately any book in the library. After all, it is the simplest, most accurate, and easiest system for a church library to use.

2. *How It Is Used*

Through the use of the card catalog, which is explained in the next chapter, the Dewey number for any book in the library can be found under the author, title or subject. When the number is found, look for the book on the shelf in its numerical order, and under the number in its alphabetical order according to the author's surname. It is the quickest and easiest system for locating a book.

3. *Instructions Posted*

It would be a good thing for the librarian to post instructions for finding a book where every reader can see them. They should read about as follows:

TO FIND THE BOOK YOU WANT

Look for your book in the card catalog by author, title or subject just as you would look for a telephone number in a telephone directory.

Note the Dewey Classification number in the upper-left corner of the card.

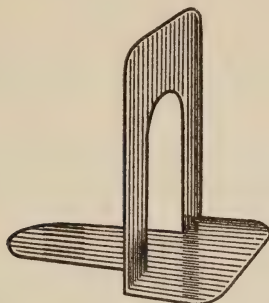
Look for your book by that number in its numerical order on the shelf, and then for the author's name in its alphabetical order.

4. *Shelf Labels*

Place labels along the shelves for the most important subject headings. Label holders may be bought or labels may be fastened with thumb tacks or a transparent, gummed tape. The label should carry the Dewey Decimal Classification number and the subject heading. Example, 215 RELIGION AND SCIENCE.

5. *Book Supports*

Books should be held in place by some sort of book supports; otherwise, there will be considerable unnecessary wear and tear on books. These book supports may be purchased, or very attractive ones can be made by the boys in the church.



NOTE—It is suggested that the teacher of a class in this book give the class some opportunity for practice classification, if possible.

OUTLINE

I. THE MEANING OF CLASSIFICATION

II. A SYSTEM OF CLASSIFICATION

III. METHOD OF CLASSIFICATION

1. Dewey Classification Books
2. Arrangement of Copies
3. The Process of Classification
4. Special Classes

IV. NUMBERS LETTERED ON BOOKS

V. ARRANGEMENT OF BOOKS ON THE SHELVES

1. Numerical Order
2. Special Classes

VI. USE OF DEWEY CLASSIFICATION

1. Advantages in Its Use
2. How It Is Used
3. Instructions Posted
4. Shelf Labels
5. Book Supports

QUESTIONS

1. What is meant by the classification of books?
2. What system of classification is recommended for church libraries?
3. What tools, or aids, are necessary in classification?
4. Why should all copies of books be placed together before beginning to classify?
5. Explain the process of classification.
6. Why should pains be taken with the lettering of numbers on the backs of books?
7. Explain the arrangement of books on the shelves.
8. State some advantages in the use of the Dewey Classification system.
9. Tell how the system is used to find books.
10. How may the librarian instruct readers in the use of the classification system?

CHAPTER VII

THE CARD CATALOG

I. WHAT IT IS

A card catalog is a card index to the books in the library, made up of author, title and subject cards. The catalog is arranged alphabetically, or in dictionary form, so that books in the library may be located under the author, title, or subject. Libraries have tried other kinds of catalogs, but the card catalog is the most satisfactory one, as it can be added to or taken from without disturbance of the whole. The simpler it is made for church libraries, the better. Therefore, usual cataloging methods are considerably simplified in this discussion. The catalog is primarily for the use of readers and should be placed where they can readily refer to it.

II. HOW IT IS MADE

Cards used for this purpose are called catalog cards, and may be ordered through your State Baptist Book Store, or directly from the Baptist Sunday School Board at Nashville, or from any library supply house. The Baptist Sunday School Board stocks Library Bureau supplies for the convenience of church libraries.

Type all cards, if possible, and observe very strictly the spacing, as uniformity and consistency are necessary to a neat appearance and easy use of the catalog. Only *one copy* of an author, title or subject card is made for a given book, although there may be many copies of the book in the library. The shelf list, which is discussed later, indicates the number of copies the library has of a given book.

A record of a book in a catalog is known as an *entry*, and as we list books on cards we shall refer to them as *entries*.

1. *Author Card*

The author card is so called because the author's name appears on the top line of the card and the card is filed in the catalog under the name of the author. This card is also called the *main card* or *unit card*, because other cards are made from it.

Double space between lines as it makes a neater appearance.

Two spaces from the top of the card, at typewriter space *one* on the left margin of the card, type the Dewey Decimal Classification number, or the capital letter used instead of a number. Remember, the classification number was written on the page following the title page when the book was classified. It is not necessary to write the first three letters of the author's surname under the Dewey number on the catalog card.

On the same line on which the Dewey number is typed, *eight* typewriter spaces from the left *margin* (not from the number), type the author's surname, following it with a comma, and then write the given names of the author, following them with a period. The Dewey number *always* appears on the line with the author's name.

Drop a double space down. At eleven spaces from the left margin, type the title, capitalizing only the initial letter of the first word and proper names. Copy the title *exactly* as it appears on the title page, even if it has an error in it. Space three spaces and write the copyright date with a small *c* before it. If there is not a copyright date (on the back of the title page), look for the publisher's date on the bottom of the title page and type that with nothing before it. If no date is given there, take the date from the preface and put a small *p* before

it, or from the introduction and put a small *i* before it. Follow the date with a period. If no date at all can be found, put *n. d.* in the date place.

When finished, the author card should be, as follows:

915 Morton, Henry Canova Volland.

In the steps of St. Paul. c1936.



Special classes—The letters used to indicate special classes, as *C*, *B*, *R*, and so on, are to be typed above or in front of a Dewey number; or, if no Dewey number is

R

assigned, the letter is to be used alone. For example, 220 B. Adult fiction has no number or letter, and so the number place on the catalog card is left blank in that case. See *The Booklist for Church Libraries* for classification numbers.

Editors, compilers—When the name of an editor or compiler is given on the title page of a book instead of an author's name, enter the name of the editor or compiler in the place of the author and follow it with either *ed.* or *comp.* For example, Barton, Frederick, ed.

The Bible—In making an author card for the Bible put the word *Bible*, followed by a period, in the place for the

author. Type the title as it appears on the title page in the usual place for the title. For example, Bible. Holy Bible.

Initials—Sometimes an author's initials only are given on the title page. If possible, get his full name. If you are in a town or city, the public library can find it for you; or, the library worker of the Baptist Sunday School Board will gladly help you with such matters. Otherwise, make the entry under the author's initials.

No author given—When no author, editor, or compiler is given, either leave the author space blank until the author's name can be found, or put the title where the author's name belongs and do not repeat it in the title's place.

Compound surnames—Enter compound surnames under the first part of the name and refer from the other parts. For example, Stratton-Porter is entered under Stratton-Porter, and a *see* reference is made from Porter to Stratton-Porter.

Surnames with prefixes—Enter surnames with prefixes under the prefix. For example, Van Ness is entered under Van Ness and not under Ness.

Cards other than the author card are known as *added entries*.

2. Title Card

The title card is so called because the title is on the top line and the card is filed under the title. Make the title card, as follows:

Double space down as on the author card.

At eleven spaces from the left margin write the title, capitalizing only the initial letter of the first word and proper names. Space three spaces and type the date.

Double space down.

At typewriter space *one* type the Dewey Decimal number.

At eight spaces from the left margin, on the line with the Dewey number, type the surname of the author, following it with given names and a period.

If there is a subtitle, it may be omitted from the title card. For example, the title, *Shaping the future; a study in world perspective*, may be entered, *Shaping the future*.

In the steps of St. Paul. c1936.

915 Morton, Henry Canova Vollam.



3. Subject Card

The subject card is so called because the subject about which the book is written is on the top line, and the card is filed in the catalog under the subject.

This is the most difficult card to make, as subject headings are in themselves a complicated task even for trained and experienced librarians. In church libraries we deal in a most elementary manner with subjects.

A book can be assigned only one classification number and it can be placed in only one place on the shelf, but in the card catalog it can be placed under several subjects.

In classifying the book it was necessary to consider the subject matter of the book. Examine it again and decide on a subject for it. Subjects must be brief and must be stated uniformly every time they are used. It is suggested that church librarians follow *The Booklist for Church Libraries* and use the subjects as they are stated there. For a larger list of subjects order through your State Baptist Book Store a copy of *List of Subject Headings for Small Libraries*, by M. E. Sears, price \$2.75.

Once the form of the subject has been decided upon, the making of the card is simple, for it is an exact copy of the author card with the subject typed in all capital letters, or red type, above the author's name, eleven spaces from the left margin of the card.

If the book deals with more than one subject, make as many separate cards as there are separate subjects, in each instance putting the subject at the top of the card, as illustrated.

TRAVEL

915 Morton, Henry Canova Vollam.

In the steps of St. Paul. c1936.



PAUL, SAINT

915 Morton, Henry Canova Vollam.

In the steps of St. Paul. cl936.



In the case of Biography, the biographee is always the subject and, as in the case of St. Paul, there should be a subject card made for him.

4. *Analytics*

Analytics is the cataloging of a part of a book—a chapter, a page, a poem, or any other part of it. The smaller the library the greater is the need for analytics, because every bit of the library should be made available. Choose the subject heading for the part of the book which is to be set out and make a subject card for it just as subject cards are made for the entire book. On the left margin of the card indicate the page or pages on which that subject may be found. (See page 100.)

Other added entries which large libraries make, but which we shall not attempt for church libraries, are *illustrator*, *joint author*, and so on.

ANTIOCH

915 Morton, Henry Canova Vollam.

In the steps of St. Paul. c1936.

Pages
83-1145. *Tracings*

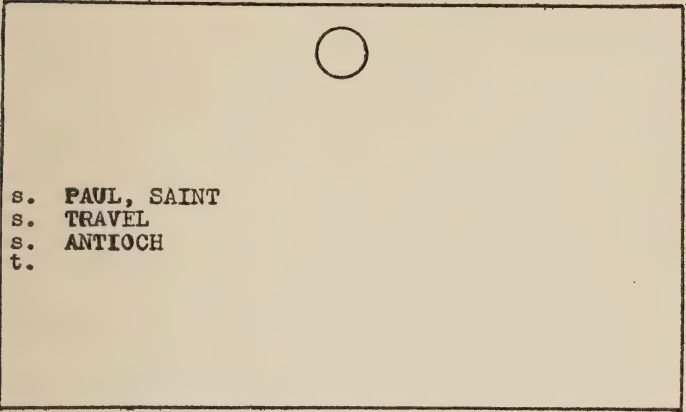
Tracing is listing on the back of the author card all other cards that are in the card catalog for that book. The purpose of this tracing is to furnish a record of all cards so they may be withdrawn from the catalog in the event all copies of the book are withdrawn from the library.

As the card is upside-down to the librarian as she reads the back of it while it is in the file, the tracing is placed on the card that way, as shown in the illustration, page 101.

Use a small *s* to indicate subjects, and give all subjects under which entries have been made. A small *t* will suffice to indicate the title, as the title appears on the face of the card.

6. *Cross References*

Every catalog should be bound together with cross references known as *see* and *see also* references.



s. **PAUL, SAINT**
s. **TRAVEL**
s. **ANTIOCH**
t.

A *see* reference is one which refers the reader from a place where there is no information to a place where there is something. For example, there is nothing in the file under the subject, **MISSIONARY BIOGRAPHY**, but there is something under the subject, **MISSIONARIES**. The card is made as illustrated on page 102.

A *see also* reference is one which refers the reader from a place where there is something to a place where there is something more. For example, we have missionary books in the library under the subject heading, **MISSIONS**. By reading the lives of missionaries the reader will find further information on missions as well as on the lives of missionaries, and so the cross reference is made from **MISSIONS** to **MISSIONARIES**, see cut on bottom of page 102.

MISSIONARY-BIOGRAPHY

see

MISSIONARIES



A *see also* reference is not made from MISSIONARIES to MISSIONS, because there are no lives of missionaries under the subject of MISSIONS. Do not refer a reader to something the library does not have.

III. HOW IT IS ARRANGED

1. *Card Catalog Cabinet*

The library will have to have a cabinet in which to file the cards. Those who have used public or school li-

MISSIONS

see also

MISSIONARIES



braries are familiar with the card catalogs and have seen the huge cabinets which are used for them. It is advisable for a church library to get a four-tray cabinet, if possible, as it costs several dollars less than buying two two-tray cabinets, and if the library grows, the four-tray cabinet will soon be needed. Besides, at least one tray is needed for the shelf list.

If the church is not in position to buy a new catalog cabinet, perhaps some one in the church has some sort of filing cabinet that can be adapted for such use. Many church libraries have been able to get used ones. Be sure that the cabinet has a removable rod to fit through the opening in the card to prevent the disarrangement of the file.

2. *Index Cards*

One set of A to Z index cards will be needed, and at least one set of blank cards on which the most important subject heads should be written. Shellac the subjects on and, after the cards are alphabetically arranged, place all the index cards in place.

3. *Arrangement of Cards*

Throw all author, title and subject cards together in one file, arranging them alphabetically according to the first word on the top line not an article. Let us take for example the cards for the book which has been used for illustrating this chapter. The author card would be filed under *M*, the title card under *I*, the subject card, PAUL, SAINT, under *P*, the subject card, TRAVEL, under *T*, and the analytics card, ANTIOCH, under *A*, all of which makes that book available in five places. Run the *see* and *see also* references into the file in alphabetical order according to the first word on the top line.

Church library catalogs are never large enough to necessitate all the intricate *filing rules* which must be observed by large libraries; however, there are certain essential rules which should be observed.

Follow the general rule, *nothing before something*. For example, we have the words, Newark and New York. New (nothing, or space) York would come before Newark. By putting your filing through this test, you will find it easier to file. This is filing by *word*; if a librarian should prefer to file by *letter*, the order would be just the reverse, which would be quite as correct so long as it were consistent.

In arranging cards in alphabetical order, follow through the first word letter by letter, and then follow through the entire top line word by word and letter by letter. If two top lines are the same, file according to the second line after that; if first and second lines are identical, file by them and then by the third line.

Disregard the articles, *a*, *an* and *the* at the beginning of titles.

Arrange abbreviations in titles as if spelled in full. Follow this rule also for proper names beginning with M, Mc and St. M and Mc are always filed as if spelled Mac and St. as Saint.

File the character & as if it were spelled out, *and*.

Disregard punctuation, such as commas, quotation marks, question marks, and so forth. This includes hyphens.

When titles begin with numerals, file as if the numerals were spelled as they are spoken. For example, 1937 is *nineteen thirty seven*, not one thousand nine hundred thirty seven.

When a personal name has a prefix, consider it as one word, as in the case of Van Ness.

Initials are to be arranged before words of the same initial letter.

Let us suppose now that the card catalog has been alphabetized and that all index cards have been put in place. In placing cards into the filing cabinets be sure to leave the cards loose enough to be handled with ease.

At the front of the A's put instructions similar to these:

HOW TO USE THIS CATALOG

Look for the book you want by its author, title or subject, as you would for a word in the dictionary.

The cards are arranged alphabetically by the first word on the top line.

Example, *Building a Standard Sunday School*, by Flake, may be found under:

Author—Flake, Arthur

Title—Building a standard Sunday school

Subject—SUNDAY SCHOOLS

To find a book about a person, look for the last name of that person on the top line of the card.

The number at the top of the card directs you to the book's location on the shelves.

Fiction has no number on either cards or books, but is shelved alphabetically by author's surname.

A letter or letters above a number indicates that a book is in a certain class and refers you to that section of the library.

Librarians will gladly help you.

IV. HOW IT IS USED

As previously stated, the card catalog should be placed where the people of the church can conveniently use it, for it is mainly for them.

1. To Find Information Desired

Any book in the library can be found readily through the card catalog. Look for its card under the author,

title or subject. When it is found, get the Dewey classification number from the catalog card and look for the book on the shelf in its numerical order.

Also, through the card catalog one can quickly ascertain what material is in the library under a given subject, and what books are in the library by a certain author.

2. *As a Guide to Subject Headings*

The librarian will find it almost necessary to refer to the catalog for forms of subject headings previously used, because, of course, it will be impossible for her to remember every one of them. Either that, or it will be necessary for her to keep an alphabetical file of all subjects in the library as a guide to further cataloging.

V. WHEN A NEW BOOK IS ADDED

When a new book is added to the library, refer to the card catalog first of all to ascertain whether or not a copy of the book is already in the library. If not, then, of course, the book must be cataloged from the beginning. If there is, care for it, as follows:

Do *not* make catalog cards for it, because catalog cards are already in the file for that book.

Give it the same classification number that other copies of that book have.

Stamp it, equip it with date slip and pocket and book card.

Accession it, writing the accession number on title page and book pocket.

Add the accession number to the shelf list as the next copy of that book.

Place the book on the shelf for use.

OUTLINE

- I. WHAT IT IS
- II. HOW IT IS MADE
 - 1. Author Card
 - 2. Title Card
 - 3. Subject Card
 - 4. Analytics
 - 5. Tracings
 - 6. Cross References
- III. HOW IT IS ARRANGED
 - 1. Card Catalog Cabinet
 - 2. Index Cards
 - 3. Arrangement of Cards
- IV. HOW IT IS USED
 - 1. To Find Information Desired
 - 2. As a Guide to Subject Headings
- V. WHEN A NEW BOOK IS ADDED

QUESTIONS

- 1. What is the card catalog?
- 2. Of what three main cards does the catalog consist?
- 3. What is an analytic?
- 4. Explain the tracings on the back of the author card.
- 5. What is a *see* reference?
- 6. What is a *see also* reference?
- 7. Explain the arrangement of cards in the card catalog cabinet.
- 8. For what is the catalog used?
- 9. How is a new book added to the library after the library is already organized?

CHAPTER VIII

MISCELLANEOUS TOPICS

There are several topics which do not belong to any particular chapter or which overcrowd other chapters, and so these topics are brought together in this chapter of miscellaneous topics.

I. THE ACCESSION RECORD BOOK

1. *What It Is*

An accession record book is a book in which every book that comes into the library is listed. Some public and school libraries keep them and some do not; it is purely a matter of preference.

2. *How It Is Made*

The accompanying illustration shows what information is included in the accession record book—the author, title, publisher, year, cost and remarks. It will be noted that the lines in the book are numbered consecutively.

3. *The Use of It*

First, it furnishes a consecutive count of all the books in the library; second, the information which it furnishes is quite valuable; third, it does away with the necessity of keeping up with copy numbers of books which really is a very bothersome task. If no accession record at all is kept, then, of course, copy numbers will have to be used on books to distinguish one book from another.

4. *How to Accession a Book*

Write on the next blank line in the accession book the information asked for about a book. Assign to the book

the number which appears by that line. Write that number in the book on the bottom of the title page and in the upper left corner of the outside part of the book pocket.

5. *When a Library Needs One*

Prepare an accession *book* when the library has no card catalog or other record, or when the librarian finds it too difficult otherwise to keep an accurate account of the number of books accessioned in the library.

6. *An Alternative*

All the information given in the accession book can be given on the shelf-list card discussed in the next topic. In that case a card indicating the number of the latest book accessioned would have to be kept in the front of the shelf-list file, and some librarians find it terribly hard to remember to make a note of it. However, the Birmingham, Alabama, public library does it. Once the count is lost, it is almost an impossible task to find it again. Of course, no two books should have the same accession number.

Accession numbers are further referred to under the topics of the shelf list and the charging system.

II. THE SHELF LIST

1. *What It Is*

The shelf list is a card file of the books in the library arranged according to Dewey classification numbers just as the books are arranged on the shelves.

2. *How It Is Made*

The shelf-list card is an exact duplicate of the face of the author card with certain additions.

Remember, the accession number of the book has been written at the bottom of the title page and on the book pocket. Type that number on the left margin of the card. Following it, indicate which copy of the book it is, and after that indicate date on which the book was received, and the price or donor of it. If later, the book is lost or withdrawn for any reason, indicate that.

If there are several copies of the book in the library, list them in the same manner, one below the other. Do not make separate cards for each copy.

Following is an illustration of the shelf list:

915	Morton, Henry Canova Vollam		
	In the steps of St. Paul. c1936.		
<u>Acc.</u>			
45 - c.1.	Apr. '37.	\$2.50.	Purchased.
	Withdrawn June '37.		
125 - c.2.	July '37.	Gift.	W.C.Carpenter.
148 - c.3.	July '37.	Gift.	Euzelian class.

When a card is full, use another one and tie the cards together.

Refer to the previous discussion on the *Accession Record*. Note that if an accession record book is kept it is not necessary to carry any information on the shelf-list card other than the accession number and copy number. If the librarian can keep up with accession numbers, it is decidedly easier and preferable to

enter all information on the shelf-list card than to keep an accession record book.

In organizing a new library leave the shelf-list cards in the books, letting them show a little, until all books are arranged on the shelves, then, draw the cards out in that order to save having to arrange them separately.

3. *How It Is Used*

The shelf list may be used as a record of the number of books accessioned in the library, as a record of the number of copies of each book that the library has, as a record of other desired information regarding a book, as a means for taking inventory, and as a quick way for ascertaining all the books the library has under a certain Dewey classification.

III. THE CHARGING SYSTEM

1. *What It Is*

The charging system is a system for the circulation of books.

2. *How It Operates*

(1) *Identification card*—In large churches an identification card is necessary in order that the librarian may have a record of those who may borrow from the library. Use catalog cards for this purpose. Make an alphabetical file of all readers giving the name, address, and telephone number, and any other information which the librarian may desire. If the librarian does not know the person who asks to borrow a book, she may refer to her file of readers and if he is not listed there, she should find out something about him and enter his name on file.

(2) *The book card*—Let us recall here that all books are numbered on the backs with *call numbers*, and also

that accession numbers have been assigned to all books. A book card must be made for every single book in the library.

Type the call number in the upper right corner of the card. On the right side of the card it does not get in the way of the author's name.

On the left margin of the card, on the top line at type-writer space *one*, type the author's surname only. Put a period after it.

Under that, at second indention, type the brief title of the book, capitalizing only the initial letter of the first word and proper name.

On the next line, just above *date*, type the accession number of that book. (See page 114.)

Do not make book cards for reference books as they do not circulate.

(3) *Charging books*—See that the accession number on the book card agrees with the accession number on the book pocket. Since only one book can have a certain accession number, match the accession numbers to make sure the right book card is in the pocket.

Have a calendar and a small dater handy.

Let the reader get his own book from the shelf or get it for him.

Stamp the *date due* (two weeks ahead, or one, according to library rules) on the book card in the first blank space under *date*, and in the first blank space on the date due slip in the back of the book.

Have the reader sign his name in the space *issued to*. Let the reader take the book.

Keep the card and at the close of the library period after records have been made, *file* it in the charging tray under the date on which the book will be due. Under the dates on which books will be due, cards may be arranged alphabetically by the author's surname.

915	
Morton.	
In the steps of St. Paul.	
165	
DATE	ISSUED TO
Library Bureau	Cat. No. 1152.2



One type of charging tray is illustrated here. It should have a 1-31 set of index guides.

(4) *Discharging books*—When books are returned to the library, look at the date due slip in the back of the book to find the date on which the book is due. Then, look in the charging tray under that date for the book card. If fines are due, collect them. Place the book card in the book pocket. As soon as it is convenient, return the book to its proper place on the shelf.

(5) *Keeping a record*—Of course, the librarian will want to keep a record of books read and the number of readers. Keep a small notebook, and in it keep records of each time the library is open. Before filing the book cards in the charging tray, make a record of the number of books loaned for the day and the number of different readers. These facts will be needed for monthly reports.

IV. PAMPHLET MATERIAL

There is much valuable pamphlet material which

should be made available in a church library, especially since the library has limited funds for books.

Pamphlets may be handled in one of two ways:

1. *Classified by Dewey System*

Pamphlets may be bound in heavy cardboard bindings, classified, cataloged and put on the shelves exactly as books are.

2. *By Subjects Without Dewey Numbers*

Or, pamphlets may be arranged by subjects without the use of Dewey numbers and filed in pamphlet boxes.

Equip them for circulation.

Use regular subject headings.

Accession the pamphlet just as a book is accessioned, writing the accession number on the front of the pamphlet just below the subject heading and on the book pocket.

Catalog them. Instead of putting classification numbers on the catalog cards, put pamphlet box number, as Pam. or Pam. that is, according to pamphlet box num-

1 5

bers.

Enter them on the shelf list in the same manner. Thus, all pamphlet material will fall into one group in the shelf list.

Arrange pamphlets in pamphlet boxes alphabetically by subjects, as it is best to have all pamphlets together on a given subject.

Pamphlet boxes may be used for this purpose and placed in a certain section of the shelves.

V. CLIPPINGS AND PICTURES

1. *Clippings*

There are many magazine articles, poems, editorial

comments, and other interesting and helpful items which would be exceedingly helpful to church people if the librarian could find the time to keep an information file, or file of clippings.

Scan magazines, newspapers and denominational papers and periodicals for this material. Mount it on sheets of paper, write the subject at the top of each sheet, and file the material alphabetically by subjects in a vertical file or in an ordinary letter transfer box.

This material need not be cataloged; let readers examine the file for information desired.

2. Pictures

Teachers and officers especially in the children's departments of the Sunday school are constantly in need of pictures for use in story-telling and handwork and for posters. A file of loose pictures, filed by subjects, to be given to workers who need them would be a great service to these workers. Also, pictures illustrating costumes, customs, Biblical antiquities, art, and many other topics are always in demand. Pictures of this type may be mounted on cardboard, filed alphabetically by subject, and *loaned* only for temporary use.

If such a file is maintained, ask every one in the church to be on the alert for clippings and pictures for it.

VI. PERIODICALS

Every church library, especially if it has a reading room, should subscribe for some periodicals. For instance, all of the publications of the Baptist Sunday School Board which bear directly upon the work of the various departments of church activity; also, your State Baptist paper should be in the library; *The Christian Herald*, *The Sunday School Times* and the *Watchman and Examiner* are all good periodicals to have. There

THE SUNDAY SCHOOL BUILDER

Library has:

1936--Aug., Sept., Oct., Nov., Dec.1937--Jan., Feb., Mar., Apr., May, June, July, Aug.,

(See next card)



are numerous secular magazines which are good for the library and which the library will probably have.

Keep a card file of periodicals as a part of the shelf list. A card for each magazine may be kept on which all issues of the magazine are listed, as follows:

When a card is full, refer to the next card. Tie cards together when more than one are used.

File the cards alphabetically according to the title of the magazine.

VII. MINUTES AND ANNUALS

Minutes of the Southern Baptist Convention, state conventions, associational meetings, and so on, should

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be kept. Classify them under **206** as they should not circulate, and catalog them just as books are cataloged. Enter them on the shelf list and indicate on the shelf-list card the years for which the library has the minutes.

VIII. SUMMARY OF STEPS IN ORGANIZING A LIBRARY

Given in the order in which the work is most easily done:

1. Get the books.
2. Clean all used books.
3. Mend books needing repair.
4. Open all new books.
5. Mechanically prepare books for circulation: Date slips, book pockets, book plates (if used), stamp, mark with gauge, black with Higgins' ink.
6. Classify all books.
7. Catalog all books: Author, title and subject cards.
8. Accession all books.
9. Make shelf list—If shelf-list cards are left in the books (sticking up about an inch) until all books are arranged on the shelves, they can be drawn out in that order to save having to arrange the shelf-list file separately.
10. Make book card for book pocket.
11. Letter the Dewey numbers and authors' initials on the backs of all books.
12. Lacquer all cloth bindings, new and old.
13. Arrange books on the shelf: First, those numbered with Dewey numbers, and then the special classes.
14. Arrange the card catalog.
15. Get the library room ready.
16. Formulate rules and hours, and post them.

The librarian can so organize the procedure of library organization that several of the processes can be carried on simultaneously. With efficient direction and enough workers the library can be organized in one week. Otherwise, it will take the librarians much longer to finish the task.

IX. WHAT CAN BE OMITTED

This book deals with the library as it should be organized for the greatest benefits to be derived from it. However, if there are some churches which for reasons of their own prefer a much simpler plan of organization, a simpler one may be followed. Like a train that can be cut off anywhere, these plans of organization can be shortened, but, of course, the library will be deficient accordingly. It is easier to eliminate something which we have than it is to provide something which is lacking.

1. Books need not be cleaned.
2. Books need not be repaired.
3. In the mechanical preparation of books, book plates may be omitted, and, instead of blacking labels on the backs of books, numbers may be lettered on dark books with white ink and on light books with black ink. Or, gummed labels may be used. Home-made book pockets and slips may be used.
4. The card catalog may be omitted entirely, or, any one or two of the cards may be omitted. The catalog is a three-way index to the library and without it or any part of it the library will be lacking in that which is omitted.
5. It has already been suggested that the accession record book be omitted and the record kept on the shelf-list card.
6. Or, the shelf list may be omitted and nothing but an accession book kept. It would be difficult to keep up with copies and classes of books in that event. Of the two, the shelf list is preferable.
7. It is not absolutely necessary to lacquer books.

X. LIBRARY SERVICE OF THE SUNDAY SCHOOL BOARD

The Department of Sunday School Administration of the Baptist Sunday School Board, Nashville, Tennessee,

will furnish a field library worker to organize your library, conduct conferences, or teach the library course on the same terms that all other field service of the Board is furnished.

That department also furnishes numerous free pamphlets on church library work.

Careful and personal attention is given by the library worker to all church library correspondence.

The Sunday School Builder carries a library page each month; watch for it.

The Bulletin of the Department of Sunday School Administration has a section on church libraries; if you do not receive it, write to that department and ask to be placed on their mailing list for a free copy.

OUTLINE

- I. THE ACCESSION RECORD BOOK
 - 1. What It Is
 - 2. How It Is Made
 - 3. The Use of It
 - 4. How to Accession a Book
 - 5. When a Library Needs One
 - 6. An Alternative
- II. THE SHELF LIST
 - 1. What It Is
 - 2. How It Is Made
 - 3. How It Is Used
- III. THE CHARGING SYSTEM
 - 1. What It Is
 - 2. How It Operates
 - (1) Identification card
 - (2) The book card
 - (3) Charging books
 - (4) Discharging books
 - (5) Keeping a record
- IV. PAMPHLET MATERIAL
 - 1. Classified by Dewey System
 - 2. By Subjects Without Dewey Numbers
- V. CLIPPINGS AND PICTURES
 - 1. Clippings
 - 2. Pictures
- VI. PERIODICALS
- VII. MINUTES AND ANNUALS
- VIII. SUMMARY OF STEPS IN ORGANIZING A LIBRARY
- IX. WHAT CAN BE OMITTED
- X. LIBRARY SERVICE OF THE SUNDAY SCHOOL BOARD

QUESTIONS

1. What is an accession record?
2. When does a library need an accession record book?
3. What can the library use instead of an accession record?
4. What is the shelf list?
5. What information should be on the shelf-list card?
6. How is the shelf list used?
7. What is a charging system?
8. (a) Explain the process of charging a book. (b) Explain the process of discharging a book.
9. What records should the librarian keep from the book cards?
10. Explain how pamphlet material should be taken care of.
11. What service can the library give through clippings and pictures?
12. What record should be kept of periodicals?
13. What record should be kept with minutes and annuals?
14. What library service is offered by The Sunday School Board?

CHAPTER IX

GETTING THE LIBRARY USED

A Church library is worthless unless it is used, and it will scarcely be used unless the librarians promote a perpetual program of vigorous publicity. Herein lies the secret to the success of the library. Here is where real thought, careful planning, and real effort are demanded. Following are some suggestions for getting the library used:

I. OPENING DAY

When a new library is started see that there is much ado on the opening day. A certain library that was organized held open house all day on the Sunday of its opening. The room had been refinished during the week, the books had been made attractive, the library had been thoroughly organized, and everything looked beautiful. Three baskets of flowers from the florist had been sent by certain church members. During the Sunday school hour the pastor and the superintendent of the Sunday school had the entire Sunday school by departments to visit the library at fifteen-minute intervals. After the preaching service many of the congregation stopped to see it. During the afternoon members of other churches in the city came. Consequently, every one knew about the library and became most enthusiastic about it.

II. PORTABLE BULLETIN BOARD

A portable bulletin board is one of the most effective means of advertising the library, for with it the librarian

can almost literally face the crowd with publicity about the library and about books and reading in general.

Use the bulletin board to emphasize the importance and advantages of reading. Posters on the bulletin board will be good; your State Baptist Book Store can furnish a number of good posters for this purpose at from fifteen to about twenty-five cents. Quotations about books, such as, "Books are the best things, well used; abused, among the worst," "A good book starts something that endures," "Readers are leaders, and leaders should be readers," are good ones for the bulletin board.

Arrange bulletin-board displays for the different departments of the Sunday school. One Sunday have one in the Adult department with notices of books for adults. Another Sunday have one in the Young People's department, or the Intermediate, the Junior, or the Primary, with book information appropriate for the members of the department. Prepare something for the Training Union on Sunday evening, and for the woman's missionary society when it meets. Take advantage of the opportunity to arrange bulletin-board displays for the prayer meeting group. In arranging these displays use book jackets, posters, pictures from magazines, cut-outs, and so on. Post notices of the reading-room service of the library.

Keep something interesting on the bulletin board at all times. There may be interesting library clippings, book reviews, the monthly report of what the library is doing, articles from magazines, especially on church libraries, information about libraries and books in general, requests for new books, some need of the library, and so on. *The Sunday School Builder* carries a library page each month which would yield bulletin material. Also other articles from this and other Sunday School Board monthlies could be thus used. Give the bulletin board a voice!

III. DISPLAYS

Book displays are always interesting and appealing. Arrange them in the library and out of the library. Put headings or placards above the displays, or arrange the displays around a poster. Here are a few suggestions for such placards: TWELVE MOST POPULAR BOOKS, THE FAVORITE BIOGRAPHY, THE NEWEST BOOK, BOOKS ABOUT CHILDREN, BOOKS FOR CHILDREN, LET'S TRAVEL, FOR POETRY LOVERS, SUNDAY SCHOOL LESSON HELPS, BOOKS ABOUT BIRDS, IDEAS FOR YOUR SOCIAL, and so on. Librarians will think of many interesting ideas for displays once they get into the work. Arrange the books on tables, or on regular display racks.

IV. POSTERS

It is fortunate if one of the librarians is a good poster-maker, for the library needs many attractive posters. Why not make them on heavy cardboard so they can be used again and again? Put posters about in the departments and in the library. Urge readers to visit the library, stimulate the reading habit, give information about books and give lists of books.

V. THE READING ROOM

Emphasize the use of the reading room if the library is large enough for one. Keep afternoon library hours when workers can come for preparation in their work. Keep up with the Sunday school lessons and put on the reading table the Bible, all quarterlies, magazines, Bible dictionaries, concordances, commentaries, special volumes on Bible characters being studied, an atlas, Bible antiquities, and anything else that will be helpful to teachers in the preparation of their lessons.

Study the training union topics and try to give the training union members the same service that is furnished to the Sunday school workers.

Also, keep in close touch with the missionary society. Give them every bit of help possible. Let them know what missionary books are in the library, and especially let them know what service the library can render in their study course efforts.

Make the reading room an inviting place for any one who wishes to browse around and read. Make the place beautiful, comfortable and quiet. Make it really mean something!

VI. STUDY-COURSE SERVICE

The librarian should work in close co-operation with every department of church activity in the matter of study courses. Check up on the study-course books available from the church library and see that teachers and pupils have access to them. Urge the co-operation of the church and all special study-course groups in the building up of an adequate study-course collection in every department of church work.

Emphasize also individual study-course work by keeping the study courses ever before the membership. An honor roll of those in training may be posted in the library.

VII. REFERENCE SERVICE

While a church library cannot have a very large reference department, the librarians can render a very definite reference service. Many persons in the church have questions they wish to have answered, but do not know where to find the answers to them. For example, some one asked where she could find a story giving the history

of the Christian flag. There may not be a book in the library that contains the information desired, but if the librarian will go to the reference department of the public library, the reference librarian will gladly endeavor to find the answer to the question.

If there is much demand for service of this type, try to build up a larger reference collection in the library. Write to the library worker of the Baptist Sunday School Board, tell her about the type of situation you have and the type of reference collection needed, and ask her to suggest additional reference books for the library.

Also, in connection with the reference work, build up a service of clippings, magazine articles, pictures, illustrations, and so on.

VIII. INSTRUCTION IN THE USE OF THE LIBRARY

See that the constituency of the church knows how to use the library. Many people never go about a library because they have no idea of how to use one.

Make a poster of instructions on how to use the library and put it up in the library where every reader can see it.

Conduct classes in the use of the library.

Have the patience to instruct individual readers as they come into the library. A librarian once won a very staunch friend in a boy of nine years of age because she took the time to show him how to find books through the use of the card catalog. Finding books became as interesting as a game to him and filled his young heart with pride to know that he could find books for himself.

Occasionally conduct groups to the public library for instruction in the use of the public library. A librarian would be surprised to know how many people do not know how to use the public library.

This instruction in the use of the library will reveal to the reader the wealth of information put away between the covers of books for those who know how to find it.

IX. EXTENSION SERVICE OF PUBLIC LIBRARY

Public libraries offer certain extension service which members of the church should know about. There are free courses in adult education for those who would like to avail themselves of further educational advantages. They include such subjects as, various branches of home economics, English, typewriting, public speaking, mathematics, and so on. The church librarian should find out about them and inform her church concerning them.

Another type of service of the public library which should be considered is that of books which may be borrowed to supplement the church library collection. Investigate the possibilities of this service and take advantage of it.

After all, we are not attempting to build church libraries of a size to compare with public libraries, and we certainly are not wishing to rival any other library; but, we are trying to supplement the service of all other libraries and to co-operate with them in getting books to people as they need them.

X. EXTENSION SERVICE OF CHURCH LIBRARY

In the chapter on the librarians this phase of church library service was discussed at length. Work in co-operation with the superintendent of the extension department and see that books are taken to church members who cannot come for them.

XI. READERS AND STORY-TELLING BANDS

Organize a *Readers and Story-Telling Band* to read to the blind, to adult shut-ins, and to read and tell stories to children who are temporarily or permanently shut-in. Give the members of this band the instruction they need and some training in reading aloud and story-telling.

XII. OUTSIDE SPEAKERS

Perhaps there is some one in the church or in the community who has specialized in some subject that would interest certain groups in the church. For instance, there may be an excellent story-teller who would agree to come and speak on the art of story-telling, especially for the benefit of workers with children and mothers. Or, there may be one who could speak on the subject of books for children, child study and training, or interior decoration. Study the needs and interests of church members and provide speakers accordingly.

XIII. ENTERTAINMENTS AND SOCIALS

Arrange for occasional book socials. One big event each year will do wonders toward stimulating interest in the library. Minor affairs should be given throughout the year. A combination book program and musical would be delightful, a book character social where guests come dressed to represent book characters, a book shower of *new* books, a radio book program, a book fair, and skits, playlets and pageants are all good.

XIV. ANNOUNCEMENTS AND REVIEWS

Let the librarians each take a few books into the various departments of the Sunday school, the training union, the woman's missionary society and prayer meeting, tell

a little something of the books and check them out right there. Be sure to make arrangements with those in charge of the departments and programs before doing so, however. This is one of the surest methods of getting books out into circulation.

Run announcements and reviews in the church bulletin and have occasional oral announcements made in all meetings.

XV. BOOK CLUB

Why not organize a book club? It certainly would create interest in the library and would stimulate an interest in reading. It would afford an excellent opportunity for discussion on what is worth while in reading, the art of rapid reading, a reading program, children's reading and books, and such topics, as well as give an opportunity for book reviews and discussions.

Instead of having an organized book club, or in addition to having one, there might be a Read-A-Book-A-Week Club which every reader would be encouraged to join. At the end of the month the names of those who had read a book a week would be posted on an honor roll and run in the church bulletin.

XVI. STORY HOURS

Story hours for children, especially during the summer months, are always interesting. They may be conducted on Sunday evening during the training union period if the training union has not already provided for them, or on week-day afternoons.

XVII. HONOR ROLLS

Monthly honor rolls of those who have read a book a week, or of every person who has read a book during the month, stimulate interest in reading.

XVIII. LETTERS

Write letters to various individuals or groups in the church to tell them of books in the library of particular interest to them.

XIX. REPORTS AT BUSINESS MEETINGS

The reports at business meetings, which have been discussed in the chapter on the librarians, serve to inform the church about the progress of the library, and invariably create more interest in it.

XX. READING PROJECTS

1. *Supplement to material of Sunday School Lesson Cycles*

One church librarian, at the beginning of each cycle of Uniform Lessons in the Sunday school, passes out to every one who teaches these lessons a mimeographed or typewritten list of books in the library that would help as background studies in this connection. For instance, if the Sunday school Uniform Lessons are to be for six months in one of the Gospels, as is often the case, the list would contain any books in the library that deal particularly with that Gospel, any biographies of Christ, any studies of Palestine, and so on. This is a very valuable service; and, after the beginning of the cycle in the Sunday school, the list of books should be distributed to all the members of the classes who should be led to read as many of the books as they possibly can during that time.

2. *Support of the Missionary Reading Course*

This is a very valuable course that is fostered by the Training Union, which the library may support by having

the books in the course and working with the training union leaders to emphasize them in every way possible. The list can be secured through the State Training Union secretary or from the Training Union Department of the Baptist Sunday School Board, Nashville, Tennessee. Various other opportunities for supporting the Training Union program will occur from time to time if the librarian and the training union leaders will work together and strive to discover them.

3. *Series of Sermons*

If the pastor announces a series of sermons, this would be an occasion when the librarian could quickly look into the shelves and find any books that would form background studies or parallel reading in connection with the series as announced.

4. *Vocational Reading Courses*

Helping young Baptists to get their proper slant on life's work is one of the biggest jobs of every phase of church life. There ought to be built in the library a special collection of vocational guidance books. There are numbers of splendid books available. The librarian could then make special opportunities to get these books read by Juniors, Intermediates, Young People, and Adults.

5. *Approaching Revival Meetings*

The revival meeting offers an excellent opportunity for the librarian to emphasize the evangelistic shelf and to enlist as many of the officers and teachers and others as possible to read evangelistic books.

6. *Summer Reading Courses*

Vacation time always affords more reading opportunities for boys and girls and the church librarian should take advantage of it. Good fiction, travel and biography

are wonderfully attractive. Some proposed lists could be lists could be posted and awards could be arranged for posted and awards could be arranged for those in the Junior, Intermediate and the other age groups who would read a certain number of books on the list. A library in Georgia did this for a number of summers, and each time there were several hundred books read to the great profit of the readers.

Work here in connection with the Vacation Bible school. Find out what is taught in the Vacation Bible school and what in the library would strengthen it. Lead the leaders of this Vacation Bible school to make library assignments and follow up this summer-time opportunity.

There is no end to what can be done to get the library used; the limitation is in the time the librarian has to devote to the task. The more time and more effort put into the work of getting the library used, the more the library will be used.

OUTLINE

- I. OPENING DAY
- II. PORTABLE BULLETIN BOARD
- III. DISPLAYS
- IV. POSTERS
- V. THE READING ROOM
- VI. STUDY-COURSE SERVICE
- VII. REFERENCE SERVICE
- VIII. INSTRUCTION IN THE USE OF THE LIBRARY
- IX. EXTENSION SERVICE OF PUBLIC LIBRARY
- X. EXTENSION SERVICE OF CHURCH LIBRARY
- XI. READERS AND STORY-TELLING BANDS
- XII. OUTSIDE SPEAKERS
- XIII. ENTERTAINMENTS AND SOCIALS
- XIV. ANNOUNCEMENTS AND REVIEWS
- XV. BOOK CLUB
- XVI. STORY HOURS
- XVII. HONOR ROLLS
- XVIII. LETTERS
- XIX. REPORTS AT BUSINESS MEETINGS
- XX. READING PROJECTS

QUESTIONS

1. Discuss the advantages of "open house" on the opening day of a new library.
2. Give some suggestions of how to use a portable bulletin board in getting books read.
3. Make some suggestions for book displays.
4. How can posters be used for getting the library used?
5. Discuss several uses of the reading room.
6. What service can the librarian render in the matter of study courses?
7. What reference service can a church librarian give?
8. How can a church librarian give instruction in the use of the library?
9. What can a church librarian do to utilize the extension service of the public library?
10. Discuss the extension service of a church library.
11. What suggestion is made in the text concerning readers and story-telling bands?
12. Discuss the use of outside speakers as a service of the church library.
13. Discuss entertainments and socials in getting the library used.
14. How can announcements and reviews be used in getting the library used?
15. What are the advantages of a book club in connection with the church library?
16. Suggest a time for story hours for children as a service of the library.
17. What are the advantages of honor rolls of readers?
18. How can the church library increase interest in the library through the writing of letters?
19. How will library reports at church business meetings help to get the library used?
20. Suggest four reading projects that might be of value in the church program and discuss methods of carrying them out.

D 19 '81
Ja 5 - '82
F 20 '82
JA 20 '49
MY 16 '52
DE 3 '52
FACULTY OC 14 '55
DE 16 '55
~~FACULTY~~ ~~APR 24 '58~~
~~MAR 18 '63~~
~~FEB 8 '67~~



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